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ABSTRACT

Part II of the proceedings includes nine presentations. They are: "Business and Foreign Language Tie the Knot at Nazareth College: A Four Year Program Model" (Octave G. Naulleau); "For an Actual Education in International Management" (Alain Eclache and Georges Labet); "A Foreign Language Program for Majors in Hotel and Restaurant Management: Initiation, Recruiting, Funding" (Fannie Scott Howard Tapper); "Languages for Travel Industry Managers: French, Spanish, Japanese, and Mandarin" (Kyoko Hijirida and Susan Grohs Iwamura); "The Planning and Implementation of a Major in Multinational Business and Foreign Language: A Case Study" (Barney T. Raffield, III); "An Overview of the Language & International Trade Programs at Eastern Michigan University" (J. Sanford Dugan); "A Foreign Language Program for Majors in Hotel and Restaurant Management: The Traineeship" (Fannie Scott Howard Tapper); "So What Can I Do for You, Young Lady? or Faculty Internships in the Business Sector" (Joanne Spinale); and "The ACTFL/ETS Oral Proficiency Interview: A Speaking Test for Multilevel Language Programs" (J. Sanford Dugan). (MSE)

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PROCEEDINGS OF THE 1984 EMU CONFERENCE ON FOREIGN LANGUAGES FOR BUSINESS AND THE PROFESSIONS

PART II:

PROGRAM OVERVIEWS AND COMPONENTS

Geoffrey M. Voght, Ed.

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BUSINESS AND FOREIGN LANGUAGE TIE THE KNOT AT NAZARETH COLLEGE: A FOUR YEAR PROGRAM MODEL

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Business and Foreign Languages Tie the Knot at Nazareth College: a Four Year Program Model

Countless articles have been written about Americans' scandalous incompetence in foreign languages and its impact on our security and our economy. Not speaking the language of our interlocutor or trying to reach him through a translator is an arrogant attitude which puts us in ludicrous situations and costs us millions of dollars. "Body by Fisher" became "Corpse by Fisher" in Flemish, Schweppes Tonic was advertised in Italy as "Bathroom Water", a laundry soap ad in Quebec promised users "clean genitals." The President's Commission of Foreign Languages and International Studies underlines the "serious deterioration in this country's language and research capacity" and it continues "our lack of foreign language competence diminishes our capabilities in diplomacy, in foreign trade, and in citizen comprehension of the world in which we live and compete."

We welcome the public support but we should not be naive and hope for a sudden renaissance of language learning. For many students a foreign language is still and unnecessary burden, a painful experience with no reward.

In the late seventies we realized, at Nazareth College, that many students would continue their study of a foreign language if they had the opportunity of combining that study with a career-oriented discipline. Furthermore, some of the international corporations based in Rochester, NY did point out that we trained excellent language experts, but without any business formation they were unemployable.

When the Business - Language concentration proposal was presented to the Department for discussion and approval, the reaction was favorable. The Business department was very cooperative and the proposal was approved by the Curriculum Committee and the faculty body.

Nazareth College is an independent liberal arts college for men and women located in Rochester, New York. It was founded in 1924 to educate women and became co-educational in 1973. The college has always emphasized career preparation solidly based in liberal studies. The liberal arts curriculum is compatible with preparation for such careers as business administration, social work, nursing, etc.

We created our Business language program to attract new students and to increase the relevance of foreign language study for the students who did not want to teach. Foreseeing a greater need for language teachers in the eighties, we maintained our traditional programs leading to a teaching certification through our Education Department. Though it appears that a great number of foreign language teachers will be needed very shortly in the State of New York, most of our students choose the Business language concentration.

When we designed the program we emphasized the significance of both cultural and linguistic competence, the former being as important, if not more, as the latter. A few summers ago I spent one week at one of the most important French Advertising Agencies, Publicis. I was invited by the Director to attend a meeting between the American Director of Colgate Palmolive France and the personnel of the agency to discuss a new publicity campaign. The conversation was conducted in French and in English. The American businessman explained his strategy to launch a new publicity campaign. His plan was clear and exhaustive, and he was thoroughly understood by his interlocutors. They indicated that such a strategy was probably the best approach for an American market, but that it would not be very effective in France. He would not listen and a lot of money was spent to obtain meager results. Understanding and speaking the language is a necessary goal, but knowing and accepting the foreign culture is also of the utmost importance.

Our goals included the following:

- solid groundwork in basic grammar, vocabulary, and culture;
- introduction to commercial language, business concepts and practices as needed for translation, oral interpretation, correspondence, document evaluation, etc.;
- internship with an international company during one semester.

The demands are rigorous and amount almost to a double major for the student, since he/she must fulfill most of the requirements of a business major as well as most of the requirements of a language major.

Two options are available: a Management Science major with a concentration in modern foreign language, or a major in modern foreign language with a concentration in business management. Both programs are popular among students. About half the students who major in a foreign language choose to study in the business management concentration.

Students in both programs must gain competency in reading and conversing as well as to be able to negotiate a business deal in a foreign language. They are encouraged to spend a year abroad in a country where the language they are studying is the native tongue. Superior students in the foreign language-business programs have also been placed in internships in Belgium, Spain and Germany.

Description of the program

I. Freshman level

A. Foreign Language, Intermediate level: a comprehensive review of the principles of grammar. Practice in comprehension and conversation through vocabulary building and reading selected passages in the target language. This course is common to all the language programs.

2 semesters: 6 credits

B. Economics: Principles of Economics I, Macro: basic macro-economy theory, structure and function of an economic system, national income analysis; money and banking; fiscal policy.

1 semester: 3 credits

Economics: Principles of Economics II, Micro: basic micro-economy theory, supply and demand analysis, analysis of the individual firm and the individual consumer. Basic elements of international economics.

1 semester: 3 credits

II. Sophomore level

A. Foreign Language: Advanced Composition and Conversation: systematic review of grammar and composition. Analysis of literary selections, documents, reports, and professional articles. Practice in composition of reports, articles and original writing. The course encourages general discussions on basic topics. Special attention is given to vocabulary and sentence structure. The class discusses and practices the forms required by convention in social and official life. Topics include introductions, invitations, telephoning, polite conversation and formalities.

2 semesters: 6 credits

B. Commercial language: An advanced language and area studies course specializing in terminology of business, economic structures, import-export trade, reports and business correspondence. In French and Spanish this course prepares the student for the Chamber of Commerce and Industry diplomas. The course is taught exclusively in the target language. It includes the writing and translating of business letters and other business-related documents, and comparative studies of the foreign and american economic systems.

2 semesters (required course): 6 credits

C. Management: Principles of Management: The fundamentals of organization and administration planning, organizing, directing, coordinating, and controlling contemporary business activity.

1 semester: 3 credits

D. Accounting: Principles of Accounting: Accounting principles and practices, including worksheets, adjusting and closing entries, controlling accounts. The student is also introduced to the voucher system, systems control, payroll accounting, partnership and corporation accounting.

1 semester: 3 credits

III. Junior level

Our most important ingredient in our concentration is the Junior abroad. We have established our own nine-months study year in France in collaboration with the Universite de Haute-Bretagne in Rennes, France. The program is designed to furnish a total cultural and educational experience and to help the American student achieve three basic aims:

a) fluency in the language

b) understanding of the people and their culture

c) a deeper awareness both of himself and of his own culture.

A fundamental principle of the program is to help each participant build an active life for himself in the community independent of other Americans. All courses are given in the target language by native professors. A special program for foreign students is provided as well as the regular university offerings for qualified individuals. The core program includes the following basic courses which vary in degrees of complexity and intensity:

- Language - Composition
- Conversation - Structural analysis
- Phonetics
- Literature
- Contemporary French Civilization and History
- Economics and Business
- Translation

For the business students special emphasis is placed on civilization and economics.

A. Civilization and Culture: A study of contemporary political, economic and social institutions at the local, departmental, and national levels. The students will study the whole spectrum of the press. Topics presented and discussed include:

- The political parties, their alliances and programs.
- The study of the powers and functions of the government and of the constitution.

- The local communities, their functions and powers, how they relate with the central government.
- Unionism in the economic social and political spheres of life.

2 semesters: 4 credits

B. Economics - Marketing

- Basic economic vocabulary.
- The banking system and stocks.
- The economic systems, capitalism and socialism.
- The budgetary system on the national level.
- Interaction of the Common Market countries.
- Current events and their economic consequences.
- The total system of interacting business activities, planning, pricing, promotion and distribution of goods and services to consumers.

Similar programs are available in Germany and Spain. This summer we will provide for our students a Summer Program in Madrid in cooperation with the EIS (Estudio Internacional Sampere). The EIS is a language institute, accredited by the Spanish Ministry of Education. The program is designed for Spanish majors. Spanish and Business or Business Administration majors, professionals, pre-professionals and those who teach or plan to teach commercial/business Spanish. The program emphasizes the language and vocabulary pertinent to the world of international business, trade, banking, accounting, marketing, etc.

The following courses are offered:

- Contemporary Spanish language, stressing grammar, composition and conversation from beginner to advanced levels.
- Commercial/Business Spanish: conversational and written language for business administration and international trade students.

The students can select a general survey course or concentrate on one area of study such as Purchasing, Sales, Accounting, Marketing, Banking, Tourism, Insurance, Administration, Public Relations, etc.

- Bilingual Commercial Correspondence: translating and writing of business letters, reports, resumes, marketing presentations, etc.
- Spanish for Management: an in-depth study of Spain's economy, business customs and practices.
- Spanish Civilization: a study of national and international current events, as they affect Spain and the Spanish people. It includes a series of seminars on history, economics, literature, political science, sociology, etc.

IV. Senior level

A. Foreign Language: Translation and Interpretation: An introduction to translation and interpretation techniques through implementation of basic principles of applied linguistics and comparative stylistics. Practical training at various language levels in a bilingual classroom atmosphere.

2 semesters: 6 credits

B. Foreign Language: Literature: A literary panorama of the twentieth century through the critical reading and analysis of representative novels, dramas and poetry.

1 semester: 3 credits

C. Statistics: Emphasizes descriptive statistics, probability, correlation, estimation and several types of hypothesis tests.

D. Internship: On the job experience with a local business or organization to observe management in operation. The students are placed in multinational or international corporations where they will be given a chance to practice their knowledge of a foreign language. They spend at least 12 hours per week on the job, with schedule and location arranged by the internship coordinator in collaboration with the Language Department.

This coming Fall two new business courses will be offered: International Marketing and International Finance. They will be required for the Business-Language students.

Let me share with you a standard format for the Language/Business program. Some variations in the sequence of courses taken is possible within this "model" degree program, but the essential requirements (Core, Departmental and Special Field) must be held to.

Freshman Year

Courses	Credits
English	6
Humanities	3
Math/Science	3
Intermediate Language	6
Economics	6
Science Core	3
Freshman Seminar	3

Sophomore Year

Courses	Credits
Humanities	9
Commercial Language	6
Adv. Comp. & Conv.	6
Management	3
Accounting	3
Electives	3

Junior Year Abroad

Courses	Credits
Humanities	6
(Culture & Civ.)	6
Language	6
Economics	6
Marketing	6
Literature	6

Senior Year

Courses	Credits
Transl. & Interpr.	6
Statistics	6
Literature 20. cent.	6
Business electives	6
Electives	6

In addition to the major programs we offer a foreign language concentation to go with the Management Science Major. The sutdent must be at the intermediate level to enter this program which requires 6 credits Advanced Composition and Conversation, 6 credits Commercial Foreign Language, 3 credits Culture and Civilization. Three additional credits at the 200 level or the Foreign Language Literature 300 or 400 level are recommended.

In all of these programs the core is the business curriculum. Courses are required in business and management, economic systems, money, banking, business finance and marketing. The Foreign Languages Department offers a coordinated series of courses beyond the intermediate level that provide the student with the linguistic skills and cultural background necessary to cope with the following needs:

1. adequate general language mastery in the four skills in the target language.
2. a more specialized lexical and syntactic competence in the area of business, economics and management.
3. general cultural background with an emphasis on contemporary social and economic factors.
4. intercultural sensitivity.

The language core consists of four semester courses with a prerequisite of third-year proficiency. The aim of the third and fourth semester courses is to provide more advanced training in linguistic performance. To achieve this goal the students spend one year abroad.

The language courses form an indispensable component of the program. The typical monolingual student entering college will be involved with the target language every semester in college and will spend at least one semester, preferably one year, abroad.

While the thrust is towards multi-national corporation, the major also prepares students for other executive careers with various international agencies.

The Rochester area executives say that foreign language skills will continue to be in demand in the coming years and that the United States businesses must send representatives to live in foreign countries and speak the languages of those countries if they are to succeed against overseas competitors. Jeff Merrill, manager of international sales finance at Harris Corporation, RF Communications Division says: "If I were looking at two people who were equally qualified from a business standpoint, and one spoke a foreign language, I would certainly hire the person speaking another language."

In conclusion, I would like to give you a few guidelines to be used in preparing such a program proposal:

1. A clearly stated purpose with a narrative description of the goals and objectives of the proposal, e.g. it responds to a specific career preparation need of students as described and verified et. al.

The sponsors should present specific and verified data which will indicate the magnitude of the student interest. Information supporting curricular responses on other campuses should be reported and documented.

If the proposal is a response to a career preparation need, the employment market should be described using data secured from experienced placement officers and reports from state and federal agencies whose function it is to project the employment market in standard categories.

2. The impact of the proposal: If the teaching load is to be assumed by present faculty, it should be indicated how it would be absorbed by specific positions and what would be the effects upon current teaching loads.

If new faculty position(s) are contemplated, they should be described in terms of academic preparation, degrees held, field experience, previous teaching experience, entering academic level to be assigned and related matters.

If the proposal involves interdisciplinary teaching, or might do so in the future, the results of consultations with departments and instructors involved should be reported. The degree to which existing faculty could bring special strengths to the proposal should also be outlined.

3. Library and Media Services, special facilities and equipment. The data should be sufficiently specific so that cost-estimates for both start-up and annual maintenance may be determined.

In our effort to reach out to the world of commerce and industry, we might have to use some "hard selling" techniques. If we expect our students to enter the battlefield of business we, as teachers, should get acquainted with the game and accept its rules.

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FOR AN ACTUAL EDUCATION IN INTERNATIONAL MANAGEMENT

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INTRODUCTION

1. The Cultural Gap

Not until recently, the West, particularly the United States, was the leader in international trade.

After World War II, Americans often had the best prices and products - they could do business anywhere in the American style because the demand for their products was high and because they took advantage of the old "British Empire": English is the trade language because Leaders in international trading speak English.

But now, we find that many products made outside the United States are often better than their American counterparts. Further, most countries around the world want to be recognized as independent and fight to be considered as such. As a result, other styles of managing people and of trading are gaining acceptance. American methods are no longer the rule and English is no longer the sole language of international business.

In a more highly competitive international workplace, we must take seriously into account the cultures, values and priorities of doing business in foreign countries. But how can we learn to perform well abroad, where people have many different points of view? To function successfully, we must observe and adapt to cultural differences and we must keep in mind the following:

-- We are all creatures of culture and culture is learned throughout life.

-- Cultural values are different.

-- To succeed, we must learn and understand these differences. Therefore we must ask questions, watch, read and listen. Learning the everyday is the most important way to succeed abroad!

To bridge the cultural gap, we must learn other languages so that valuable information is not lost in translation. The best way to learn is to learn directly from the people of the host country!

Therefore, my purpose today will be to share our approach at EUA and the methods of three other schools from around the world for implementing a new educational experience in international management. Our goal is to bring students abroad and to teach them business management concepts from the perspective of the host countries, as they live and participate in the new culture.

To set the background, I'll first give you some thoughts about international management practices. In affect, theoretical management techniques are almost the same everywhere. It is the application of these techniques which is different and which takes into account the cultural background. I'll then focus on the need to break down the most important barrier to a better understanding of a country's character - the language barrier. I'll show you how, for all these reasons, education requires a new approach to international management.

In the next segment I will discuss our "Integrated International Program" - the concept and the implementation through several programs. I will speak about our international structure - a consortium of several business high schools and universities world-wide, and I will emphasize one example of our programs called "Management Multinational program - 1984." This program provides, to a group of 25 men and women, international business practice through six months spent in San Francisco, two months spent in Tokyo (where they are at this moment!) and two months in Geneva before returning to Paris.

To conclude my speech, I'll discuss developmental projects aimed at a better understanding and respect of other countries.

I. So What Have We Noticed?

1. Theoretical Management Techniques are Almost the Same Everywhere.

When we look at theoretical management techniques, whether they are,

- -- Quantitative methods: operational research, computer science, accounting...
- -- Finance and control: audit, budgeting...
- -- Business marketing: marketing mix, product research, distribution effect...
- -- Production organization...
- -- And so on and so forth,

we observe a cross-fertilization all over the world and from country to country. Every businessperson, in trying to be better than the competition, has to look for new methods and to bring into his company new methods that are working elsewhere. For instance, it is not possible to doubt the impact of the Japanese way of management on American companies - the introduction of quality circles and the development of human resource studies to better the health and productivity of workers.

But what is very interesting in this case is that these so-called "new methods" are, in fact, only the application to Japanese culture of theories of work behavior developed in the United States during the 1950's. These theories were developed in opposition to Taylor's way of managing people.

Similarly, the emergence of computer science and other quantitative methods are just the application of old theories to to new situations. Certainly there is nothing more universal than mathematics or logic. Again, we see a cross fertilization of various cultures to improve upon traditional methods of Business Management.

2. The Application of Business Management Techniques is a Product of the Cultural Background.

At this point then, the questions are why the application of business management techniques vary so much from one country to another, and why certain methods succeed in one country and not in another. The answers are found in the cultural foundations from which these application methods arise:

-- Why are quality circles a success in Japan? Because the structure of day to day life is based on consensus and the willingness to always produce a high quality product.

-- Why is the sense of organization so recognized in Germany? Because the language and the society is so structured, so straight and so clean.

-- Why are Americans so action-oriented? Because the United States is a young country oriented towards young people and business. (Why waste time in political argumentation if you have more incentives and can earn money in business?)

And so on and so forth.

For the above reasons it appears to us that, although theoretical management techniques could be learned anywhere, the methods of their application can only be learned by living abroad and seeing first hand how the theories are integrated into the culture.

3. Language is the First Expression of a Country's Character.

In order to bring students abroad to learn business management in an international character, we must break down the most important barrier to the process of mutual understanding between foreign countries: the language.

Although it is possible to find textbooks and professors who speak one's language, it defeats the purpose of studying abroad if one does not learn in the language of the host country. To do otherwise would merely perpetuate ancient errors and failures, and the goal is not obtained. Writers, professors and translators are filters. They can't be completely objective because they are products of their own culture and they can't teach you the day-to-day behavior of the society which enables one to grasp techniques and apply them in the right way. Therefore, students of international business should learn a foreign language in high school.

Moreover, if you want to trade with a foreign country, you must understand the national language - it is a question of respect. If you only want to do business to make money, don't expect to make any friends. Learning the language is more than an economic consideration. It is a human consideration!! Generally, the businessperson who can converse in the language of his client will be more successful than the one who cannot.

4. A New Approach to Formation.

The growth in the seventies of multinational industry has rendered traditional educational methods, particularly in the area of business management, obsolete. Therefore, we are trying to define a new approach. We found that the traditional attempts at international education (international internships and student exchange programs) led to a greater accumulation of theoretical knowledge without ensuring a global education which was sufficiently integrated. Educational research by senior managers, Deans, university professors and others evolved in the direction of integrated international programs. Thus, the consortium of "universites libres internationales" was born. The component members of the consortium have the following shared characteristics:

- -- As "universites," they do research and instruction.
- -- As "libres," (open), they ensure and guarantee that they are open with no restrictions as to race, sex, religion or politics.
- -- As "internationales," they don't work for one nation, but rather conduct research and teach on behalf of those future generations responsible for the economy of all countries.

Using a step-by-step strategy, the universities have concentrated their activities in the field of Business Management. They created "Integrated International Programs" with three fundamental priorities:

- -- Accomplishment of the final stage of instruction by successful professional integration.
- -- Optimization of modern educational methods, not only on the theoretical acquisition level, but also on the level of personal development (participation in associations, personal projects, etc.).
- -- Internationalized training provided by the "Universal Campus." (Herein lies the originality of our programs. At the beginning of each promotion, each campus - one European, one American and one Asian - is assigned to that part of curriculum which is its specialty.)

Over and above optimal professional integration, acquisition of knowledge, know-how and sequential functional teaching, students gain valuable experience through their exposure to the world-wide campus - a linguistic, economic, and cultural pluralism. This is the core of the really international executive of tomorrow.

And now, in the second part, I'll be more specific in describing our integrated international programs and the actual structure of the Multinational Management Program of 1984.

II. Integrated International Programs.

The intention of the integrated international programs at the Universites Libres Internationales, apart from that of enhancing the traditional qualities of a manager (i.e., self-confidence, the ability to accept responsibility, expertise in management techniques), is to monitor the student's growing international awareness. We want to nurture innovative behavior and the capacity to adapt to changes in the socio-economic environment. These objectives shape the structure and contents of the teaching programs, which observe two imperatives:

1. Correlation and Continuity of Subjects Taught.

There are three levels of courses taught:

a. Foundation Courses:

*Re-establishment and development of the intellectual and human capabilities of the student.

*Introduction to technical management tools.

b. Core Courses:

*Cultivation and personal development.

*Increased command of management techniques.

c. Major Fields:

*Self-confidence and assurance

*Management strategy - changing tendencies

2. Teaching in Groups and Student Projects.

The teaching programs consist of courses in six major subjects:

a. Human behavior and group interaction.

b. Quantitative methods in management.

c. Economics.

d. In depth management techniques.

e. Politics, culture and social science (where students receive extensive instruction in culture, civilization and language).

f. Personal initiative (I'll come back to this).

Pursuant to our definition of international education, our objectives can only be met with the participation of a number of business high schools and universities around the world. During the last year, our partners were located in Germany, Great Britain, Belgium, France, Ireland, Italy, Luxembourg, Switzerland, USA, and Japan.

3. The MMP-1984.

The "Multinational Management Program-1984" is an intensive twelve month study course in international business. It is the only program in which twenty-five post-graduate men and women spend six months in the United States (San Francisco, California) and two months each in Japan (Tokyo), Switzerland (Geneva) and France (Paris). Upon completion, MMP graduates are awarded the degree of International Master in Business Administration. This program is offered by a consortium of four universities and business schools in Europe, Asia and America.

A. European University of America

Situated in the heart of San Francisco, EUA is the only American university with a program specifically designed for foreign students. Its prestigious location and its faculty of specialists enable EUA to provide a superior education and to be an innovator in the field of international relations.

EUA programs teach modern and powerful concepts - traditional methods of analysis and their application to discrete problems presented in case studies. This is not enough, however, because the variables and conditions present in most strategic situations can not be effectively captured either in theory or in cases. For this reason, each student is required to design and conduct an extensive personal project of practical implication. Furthermore, EUA schedules a variety of lectures and field trips in order to introduce students to leaders in the business community, such as Apple Computer, Bechtel, Landor Associates, McKinsey Co., Rolm Corp., Wells Fargo Bank, Standard Oil Company, Xerox Corp., etc. To round off the program, EUA requires courses in American History, culture and political institutions. Strong emphasis is placed on the English language, especially business writing and reading.

B. The Japanese Center

Located in Tokyo, International Management University of Asia is a prominent educational research and teaching facility whose faculty is comprised of both Western and Asian professors and businesspersons. The IMUA program offers foreign students an original training program which introduces them to the subtleties of the "Japanese way of management" and enables them to understand and assimilate its principles.

Through seminars and "round tables," IMUA offers students a unique look at the economy of Asia. Students also visit local and international businesses, such as Honda Motor Company, Ltd., Sumitomo Corp., Sony Corp., Mitsubishi Corp., Mitsui Corp., etc. in Japan, and Samsung Group, Hyundai Heavy Industries Co., Ltd., etc. in South Korea. A breakdown of the cultural programs are as follows:

JAPAN -- Japanese Language Initiation

-- Japanese Culture:

*History & Civilization
*Family & Social Life
*Attitudes & Religions

-- Cultural Trips

*Kyoto
*Nara

SOUTH KOREA -- South Korean Culture

-- Cultural Tour

*Seoul
*Sorak Mountain
*Chunbuldong
*Kyongju

C. The Swiss Center

Through universites libres internationales, located in Geneva (Switzerland's financial headquarters), it operates a program designed to offer students courses on the three levels corresponding to three specific dimensions of the Mutinational Management Program:

1) The Multinational Dimension. Programs provide courses in the international management of the firm: finance, marketing, strategy and multinational policies.

   They also provide instruction on the structure and rules of trade and financial international institutions: GATT, FMI, BIRD, BRI...

2) The European Dimension. Instructional program includes:

   a) Customs regulations; EEC; free-exchange, cooperation and competition; European agreements.

   b) Structure and rules of political, economic and professional european institutions.

3) The French Dimension. The ULI curriculum also focuses on the application of theorectical management tools to aspects of French commerce.

   a) Technical aspects and management of French export companies.

b) Structure and rules of financial and trade relationships between France and other countries.

D. The French Center.

The Institut Superieur de Gestion in Paris, France is the largest French center for graduate studies in business management. Students at ISG examine specialized French management techniques through political and strategic approaches that are mindful of French institutional, political and legal restraints. A great emphasis is placed on historical data and on the political environment.

4. The Personal Project.

I would like to describe the level of initiative exhibited by the students on their personal project by outlining what a team of four students organized through EUA this past February. The team organized a symposium on "The Impact of Cultural Elements on International Business." The speakers were from Bechtel, Landor Associates and Going International. The symposium was very successful and well organized. The speakers were excellent and spoke on the following topics: A Comparative Approach to Engineering, The Impact of Cultural Elements in the Perception of Product Design, and The Impact of Cultural Elements on International Negotiations. Going International aired a movie entitled, "Bridging the Cultural Gap."

This team worked very hard designing their project, contacting potential speakers, arranging financing, and finding a location for the symposium. Not to mention the other assorted tasks necessary in implementing this kind of a program. They were required to meet and speak with a large number of American business men and women. That is personal involvement, which is the best way for French students to learn how to do business with Americans!!

III. Development Projects.

I would like to share some personal observations on the future.

1. As I am deeply convinced that all civilizations are born, grow to an adult age, and finally die, I think it is preferable to build a new civilization rather than be involved in the death of an old one. Perhaps it is not obvious that the focal point of human civilization moves around the earth in a special way. The last focal point from my vantage point was Europe, and perhaps Paris. However, the theory is that the focal point of civilization is moving west, west of Europe. But in this movement, the wealth of humanity must be transmitted, and it is the duty of the European countries to give to the west what they themselves have discovered. Likewise it is the duty of the new countries to incorporate into the new order the information thus received.

French students are encouraged to come to the United States (their west) and also to learn the ways of Japan (their far west). All people are benefitted by this (just look at the recent growth in technology!). But it is also important for American students and adults to come back to Europe and to incorporate the best european ideas into the plan for tomorrow. My personal wish is to shift the current back to european ways of thinking so that we may attain more cultural balance. American students should be encouraged to learn at least one European language in order to foster international understanding. I was very pleased to be involved in the symposium I mentioned before, because it stressed the importance of foreign languages in business and the professions.

Having set the philosophical background, I think it is fairly clear to see that in addition to learning a foreign language, American business students should be encouraged to study abroad and learn first-hand the cultural nuances of another country. Our program is currently open to both groups and individuals who wish to study business in Europe.

2. Let me take us back to the realm of the philosophical. As we know day and night, life and death, so human beings go through dark and enlightened periods. Although we have experienced a period of vast technological advancement, I think we have known centuries of darkness and will continue to do so until all countries are able to share in the progress at least at some minimum level.

Today's businesspersons must know european, american and japanese culture. However, the businessperson of tomorrow will be required to understand the main cultural components of the five continents. Developing educational centers world-wide will lead to a blending of cultures by allowing students of one continent to discover the other ones. Perhaps the future will be brighter as regards all relations between people.

3. In the business managment field we have developed a program which is not perfect but which encourages French-speaking students to open their minds to the cultures of the United States and Japan. They are required to learn English and some Japanese. I hope that we will have the opportunity to open new centers all over the globe and that we will help to bridge the dangerous gap between rich and poor countries. We would like to encourage all persons to learn the languages of other countries. This is the first step towards international understanding.

A FOREIGN LANGUAGE PROGRAM FOR MAJORS IN HOTEL AND RESTAURANT MANAGEMENT: INITIATION, RECRUITING, FUNDING

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A Foreign Language Program for Majors in Hotel and Restaurant Management: Initiation, Recruiting, Funding

The applied foreign language program described in this paper was born from the union of simultaneously occurring and compatible interests of two colleges of the University of Houston: the Conrad Hilton College of Hotel and Restaurant Management (HRM) and the College of Humanities and Fine Arts (HFA). However, long years were to pass between earliest conception and full fruition of the program.

As early as 1973, a German professor and I planned a luncheon meeting with the Dean of HRM, to discuss informally the mere embryo of an idea we had of a three semester credit hour team-taught course in French, German, and Spanish which might be required of all majors in HRM. The Dean was more than a little interested, but the press of other projects and lack of real interest on the part of the departments involved delayed serious planning. In ensuing years, the HRM Dean's interest was seconded by that of his Associate Dean, and the French Department received repeated invitations from HRM to propose a course in French for majors in the College of HRM. Still, lack of personnel and prior commitments prevented the French Department from responding. Finally, in 1978, a professor in the German Department took up the challenge and planned and operated three years of a program in German for HRM majors. By 1980 I had returned to the French Department from a five-year administrative assignment and accepted my chairman's request to begin planning the French component of the program. Now, after almost three years of operation of the French program, the Spanish Department is planning for implementation in Fall 1984 a third language option for students in HRM. This completes the establishment of a foreign language and contemporary civilization program unique in HRM colleges in the United States.

The program has from the beginning included a full academic year of intensive language training, in a ten semester credit hour introductory-level course which combines the language of both daily life and professional situations, followed by a summer of work in hotels located in the country where the language being learned is spoken. This summer practicum, or traineeship, which culminates the program, is an essential part of the program's value to the HRM students. It is the most effective means of giving the students immediate practice in the target language. Further, the traineeship abroad gives them the opportunity to learn new methods of work in situ, to gain practical knowledge of socio-economic systems different from their own, and to become sensitive to the attitudes and customs of the people whose language they are learning and who later will likely be their clients or even their business partners.

The impetus to develop such a program arose from conditions that have been changing considerably since the early 70's, its inception being due largely to the coincidence of new needs in the two colleges involved. In the College of HFA, language departments were feeling the need to diversify their offerings in order to keep enrollments stable. The College of HRM was recognizing the need to train students for an industry becoming increasingly international in scope. The true measure of the success of the program has, of course, been the participation of the students, and they have enrolled despite the fact that the language courses fulfill no specific requirement for their degree in HRM. During the three years of the German program, a total of about 30 students enrolled in the year-long language course; during this first three-year cycle, 12 students had summer jobs in hotels in Germany. In Fall 1981, 29 students enrolled in the French course, and were placed in traineeships in France during Summer 1982. In Summer 1983, 11 students were in traineeships in French hotels. In Fall 1983, 40 students enrolled in the French course, with 16 qualifying for Summer 1984 traineeships. The enthusiastic response of the students has been due to at least three factors: general interest in both cultural and commercial exchange, which implies knowledge of foreign languages; college students' almost universal dream of living and working abroad during summer vacation; and HRM students' growing interest in working for international hotel chains.

Without the active cooperation of the College of HRM, however, recruiting students in numbers sufficient to justify the courses would have been difficult, if not impossible. In mid-spring of each year, language professors are invited to visit several large lecture sections of HRM courses in order to publicize the language programs. The HRM College distributes course descriptions to all interested students, along with questionnaires designed to predict enrollment in the language courses the following fall. Students filling out questionnaires are sent additional announcements concerning the language courses in the early registration mailings, and advisors in the HRM College distribute announcements during registration periods. By now, word-of-mouth publicity from former students is filling the classes; and articles and news stories in the various campus publications are further attracting attention to the program.

While the language departments have had sufficient personnel for the basic costs of operation of the language courses for HRM students, certain expenses other than the regular nine-month salaries have exceeded, and will continue to exceed, the normal resources of the departments involved. By the time the French course was being planned in 1981, the Deans of HFA and HRM had agreed that certain supplemental funds should be made available to insure the proper development of the program. For example, I had at that time little knowledge of business and none of hotel management. In order that I might become acquainted with the French business climate and with operations in the hotel industry in France, and so that I could gather materials for a language course that would emphasize skills and knowledge of immediate professional value to the students, the two colleges jointly supported me for a six-week stay in Paris. During that time, I participated in a seminar organized by the Chamber of Commerce and Industry of Paris, designed for French professors with a literary background interested in combining foreign language and professional studies. Through contacts arranged by organizers of this seminar, and through University of Houston introductions, I was able to secure a number of traineeships for 1982; and I obtained the rest during a second brief trip to France in Spring 1982, which was also jointly funded by the two colleges. Additional funds from the College of HRM have paid the annual cost of a councillor membership in the French-American Chamber of Commerce in Houston, some of whose members have been helpful to us in obtaining traineeships for the students.

It had become apparent early on that such supplemental funds--for local contacts, for travel, for summer salaries, for released time to provide for refining course materials--would continue to be necessary, if the language program were to remain dynamic and current. All of us involved also believed that, to strengthen the existing pilot program, the following new components were essential: an intensive transitional course taught in the country of the target language just prior to the students' placement in hotel jobs; liaison during the summer between the student trainee and his foreign employer, maintained by his language professor and a professor from the College of HRM; the option of a year's study in a hotel school abroad for students completing the traineeship program; the opportunity for the exchange of faculty between European hotel schools and the College of HRM at the University of Houston.

And so, for the pilot program to be sustained and eventually extended to include these new components for German, French, and Spanish, the two colleges, in conjunction with the development office of the University of Houston, mounted in Spring 1982 a campaign to seek grants from the hospitality industry and from Franco-American organizations like the French-American Chamber of Commerce and the Alliance Française. This development program, directed by the College of HRM, has resulted so far in only modest contributions to the operating budget of the French program in Summer 1982 and in three summer scholarships during each of three summers, with the HRM College itself also providing some scholarship assistance. From Fall 1982 until the present, the money necessary for keeping up contacts with hotel chains in France and for maintaining minimal summer liaison with the students and their employers has been eked out of French Department funds and the private resources of the French professors willing to spend their own time and money following through on these essential functions. A student in last summer's traineeship program secured a scholarship from the College of HRM sufficient to allow him to spend this year in France for a year's study at the hotel school in Strasbourg; but further student/faculty exchange remains in the discussion stage, awaiting funding.

Infinite financial resources would of course make our more ambitious, extended program easier to mount and operate. However, money is not the most important factor in beginning a program like ours. Perhaps the single most important ingredient has been the sincere and abiding belief held by the administration of the College of HRM in the value of foreign languages in the education of all university students. Another indispensable element has been language professors with an entrepreneural spirit combined with determination and energy. It is also essential that the colleagues of these professors share their conviction that in the present climate of career-oriented higher education students should be offered the opportunity of combining language study with preparation in a professional field. In our experience, for such an opportunity to have developed, it has been of prime importance that the initial impetus come as much from the professional college as from the language departments. This is the situation necessary for recruiting students into the language program; and when the language departments and the professional college share the same educational philosophy and goals for the students, a more creative, directly applicable program inevitably evolves.

Moreover, the language teaching and learning process is enhanced by the eagerness of students who know from the outset that the acquisition of the new language is of more than academic interest. A program that holds the promise of international travel and work along with broadened knowledge of the field in which they will make their careers is certain to be populated by highly motivated students. It is obvious that for a program like this to develop, material resources in addition to the regular budgets of language departments are necessary; and when a professional college is convinced of the value of language study to its students, the additional support will be found, both within the University and in the business community.

It has become abundantly clear in recent years that American hotel and restaurant managers are serving a growing international clientele, who are accustomed to dealing with personnel capable of speaking the major modern languages and who are sensitive to the expectations of their foreign clients. What is true of the hospitality industry is applicable to other companies involved in international business, who will also derive major benefits from programs conceived to help create an increasingly cosmopolitan environment. With international investments on the rise, Americans in all aspects of business need the advantage of knowing the language of the people with whom they are negotiating and, along with the language, something of their culture, their economic environment, their style of thinking and doing business. Language departments must be ready to respond to the call of professional colleges to cooperate with them in the preparation of their graduates for international careers.

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LANGUAGES FOR TRAVEL INDUSTRY MANAGERS: FRENCH, SPANISH, JAPANESE, AND MANDARIN

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LANGUAGES FOR TRAVEL INDUSTRY MANAGERS: FRENCH, SPANISH, JAPANESE, AND MANDARIN

INTRODUCTION

Students who choose to prepare for management careers in the travel industry frequently say their choice was based on a desire to work with people from many countries. Undergraduate programs which include basic business courses and specific courses in tourism and hospitality management frequently do not include training in foreign languages.

The School of Travel Industry Management (TIM) at the University of Hawaii decided to correct this omission. However, additions to professional degree programs at the undergraduate level are difficult to justify because such programs are already extremely heavy academic loads. Students must acquire not only the general liberal arts education, but also the general professional education as well as a sub-specialization within the field.

Any element added to such a program must be relevant and must focus on the specific needs of the students. In the case of foreign languages, the need was not difficult to observe. A rapid review of the want ads in any Honolulu newspaper shows a demand for Japanese-speaking personnel in the travel business. Recruiters who come to campus to interview graduating seniors specifically ask to talk to students who command languages other than English. The relevance of learning a foreign language to a career in travel industry management therefore was easy to demonstrate.

Having satisfied the need for relevance, the TIM School needed to determine the focus of the proposed language program. Traditional language courses did not have the required focus. Such courses spend considerable time preparing students for uses of the language which go beyond the needs of TIM students but do not include vocabulary and functions which they do need.

INITIAL DEVELOPMENT

Because the proposed language program was clearly interdisciplinary, its success has depended heavily on cooperation and support from several units at the University of Hawaii. During the spring semester of 1981, a committee was established to plan the development of special foreign language courses for students in the School of Travel Industry Management. There was a cooperative effort among 1)the University of Hawaii Administration, 2)the Dean and faculty of TIM, 3)the Dean of Languages, Linguistics, and Literature Division, and 4)the European and East Asian Languages and Literature faculties. This cooperative approach made it possible to offer experimental courses -- French, Spanish, Japanese, and Mandarin -- for two years beginning in the fall of 1982.

At the end of the first trial period for the curriculum (Fall 1982 - Spring 1983), the School of Travel Industry Management decided to require one year of foreign language study for their majors. Recently, the School of Travel Industry Management, the chairmen of the two language departments, and the faculties teaching the experimental courses have agreed to offer these specially designed foreign language courses for TIM majors on a regular basis starting the fall semester of 1984. Plans are now underway to offer special second year courses during the 1984-85 academic year.

OBJECTIVES OF TIM LANGUAGE COURSES

Four languages -- French, Spanish, Japanese, and Mandarin -- were chosen because of their importance in tourism. The first two are official languages of the World Tourism Organization (WTO). Russian, also an official WTO language, was considered less important to TIM students because it is used mainly within the borders of the U.S.S.R. and because Russian-speaking tourists do not comprise a major market in world tourism. Japanese is clearly a major language in international tourism. Mandarin was included in the TIM language program because the People's Republic of China is committed to developing its travel industry and has determined that it will need assistance from foreign professionals. Furthermore, a growing number of American hotel management companies are planning to develop hotels in the PRC.

The initial goal of all four language courses was:

> To enable students who plan to work in tourist-orient businesses to communicate and interact effectively with those they service through acquisition of a basic understanding and knowledge of another language and culture.[1]

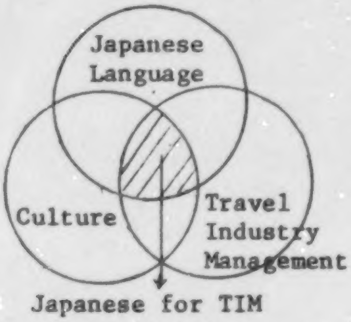
This goal was written before the courses were taught. Everyone involved is now prepared to revise this goal so that the projected range of communication now includes fellow managers and subordinates. In the Mandarin class, for example, the final examination for the first semester has taken the form of an interview between a job applicant and restaurant manager. Each student had to participate in an interview twice, playing a different role each time.

Speaking and listening, the most difficult of the four language skills, were stressed in all classes. Reading and writing were treated differently in the French and Spanish classes from the way these skills were handled in Japanese and Mandarin for the obvious reason that different orthographies are involved in the latter. While the inclusion of some reading and writing will be evaluated, furthering oral/aural skills will continue to be weighted more heavily than reading and writing in the first-year courses. A more even balance is envisioned for the second-year courses.

The cultural component of the courses seeks to develop the "ability to indicate reasons for some general characteristics of tourists in terms of social customs, ways of thinking, and values; ability to demonstrate an awareness of cultural nuances in the language and in normal behavior; ability to demonstrate an awareness of how social variables like age, sex, class, education, and occupation affect language use."[1]

Curriculum Overview

In this paper, the curriculum for the Japanese course will be used as an example for discussion. The course content can be thought of as combining three areas: Japanese language, culture, and the specific area, in this case "Travel Industry Managment." This concept can be illustrated by the model below:



The shaded area in the model represents the general idea behind the course, indicating the integration of language, culture, and business. The intention of the course is to integrate language and culture for international business personnel in order that they may be better prepared for the business world.

Traditionally, curricula have reflected culture, business, and the foreign language itself as separate domains. It has become apparent that this is not a very functional approach -- particularly not for language study programs designed for Travel Industry majors. Rather, elements of culture must be integrated into the Japanese language curriculum and instructional materials must be developed which will help students develop effective communication in the environment of business, specifically the travel industry.

In developing this course, Hilda Taba's curriculum theory provides a useful theoretical framework. Taba suggests that systematic curriculum development should follow these steps:

1. Diagnosis of needs.
2. Formulation of objectives.
3. Selection and organization of content.
4. Selection and organization of learning experiences.
5. Determination of what to evaluate and the ways and means of evaluation.[2]

Needs and objectives have been discussed above in regard to all four languages. To determine content for the Japanese course, it was necessary to consider information on cultural factors before developing a syllabus and materials. Such factors concern both outbound tourism (behavior of Japanese visitors in other countries) and domestic tourism (travel industry structure and practices within Japan).

Hawaii provides a case in point for the study of the behavior of Japanese visitors outside Japan. To collect information about Japanese tourists in Hawaii, interviews were conducted in order to identify needs or problems in communication and cultural understanding between employees and Japanese tourists in various situations. Some of the cultural problems mentioned were due to the differences in social customs and concerned subjects such as tipping and the 4% sales tax. Local tourism personnel said Japanese visitors:

--were confused by the 4% state sales tax

--either forgot to tip or tipped unnecessarily

--were not accustomed to having to wait to be seated by a hostess

--wore night wear in public areas

--were polite at times and yet rude at others

Additional information about Japanese travelers in Hawaii can be obtained from studies completed by the Hawaii Visitors Bureau. These statistics show a steady influx of Japanese visitors to Hawaii over the past years. There were 690,400 visitors from Japan in 1981, representing 17.5% of the total visitors to Hawaii. Statistics also indicated that Japanese visitors on the average spent about three times more in total expenditures than travelers from the U.S. mainland, and almost nine times more in purchasing souvenirs than did visitors from the mainland.[3]

Such expenditures indicate an important aspect of dealing with tourists from Japan. The language course curriculum must include material which will provide students with vocabulary and structure that allow them to explore this area. On one level, students need to know how to serve a Japanese-speaking customer in a souvenir shop. On a more sophisticated level, they need to be able to discuss this aspect of the Japanese tourism market, for example, the types of products which stores should stock as opposed to products which Japanese tourists do not purchase. On yet another level, students need to learn about the cultural traditions which create the observed behavior.

One of these traditions is the Japanese practice senbetsu -- giving friends or relatives a gift when they leave for a trip. This gift -- which is usually in the form of money -- places an obligation on the traveler to return with appropriate souvenirs for those who gave him/her gifts before he/she left. Thus, shopping is a very important concern for Japanese tourists. Giri and on, or "social obligations and a sense of debt of gratitude" also play an important role in the gift-buying custom. For the traveler, it is a good opportunity to repay his social obligation or debt of gratitude to his relatives, colleagues, or superiors by bringing gifts from the place he visited.

This secularized custom originated from a religious rite. In ancient feudal days, most of the Japanese were unable to leave their places of birth, except to visit a temple for a special religious observance. Even that required the approval of the feudal lord. A person who was allowed to visit a temple would return with food which had been offered and blessed. The food would be shared with the traveler's family, relatives, and neighbors. Afterward, it became a custom for travelers to return from trips with something to share with the people who could not go. Thus, throughout Japan each prefecture has produced unique souvenirs to attract visitors. It is interesting to note that the Chinese characters for the word omiyage or "souvenir" mean "local products." Today, it is still felt that locally produced souvenirs are the most appropriate. Famous "name-brand" products from Europe are also very popular in Japan, but the Japanese tourist certainly does not want to return home with "made in Japan" products as souvenirs. This is an important consideration for gift-shop proprietors in Hawaii.

Because of these social customs, the Japanese tourist always buys souvenirs when he or she travels. Travel and souvenir buying cannot be separated for the Japanese. This type of cultural study has been included in order to understand some of the behavioral characteristics of the Japanese.

In contrast to the adequate information on Japanese tourists outside Japan, we have not yet collected as much data as we would like about the travel industry in Japan. To collect such material, the curriculum developer observed actual Japanese hotel management operations. An informal survey of accommodations and services provided to tourists was made.

CONTENT AND LEARNING EXPERIENCES

The main purpose of these newly proposed courses was to aid Travel Industry Management majors in developing communicative skills and intercultural capabilities required for effective interaction with Japanese travel industry management personnel and Japanese visitors in tourism-related businesses such as hotels, restaurants, and souvenir shops.

This kind of language study is substantially different from regular core courses in its content and objectives. Whereas the regular language course is designed to provide students with a general background in the language skills of reading, writing, listening, and speaking, the new courses include material specifically suited to students of Travel Industry Management. It focuses mainly on communication in Japanese within the more specific scope of travel industry related topics, providing more specialized vocabulary, conversational ability, developing empathetic understanding of the characteristic Japanese patterns of behavior and interpersonal skills to enable effective communication with Japanese-speaking people while on the job.

The biggest problem involved in the implementation of this course was the unavailability of a textbook which integrated linguistic and socio-cultural elements with the specialized vocabulary needed in the field of tourism-oriented business. The University of Hawaii granted Educational Improvement Funds to the curriculum developers of all four language courses so that they could develop new text materials. Administration and faculty members of the School of Travel Industry Management were extremely helpful to the language instructors in the selection of the course content. The new textbook for Japanese, entitled Japanese Language and Culture for Business: a Tourist Industry Focus, includes such lessons as "Greeting and Introductions," "Shopping," "Eating and Drinking," "At the Hotel," "Telephoning," "Personal Interaction with Japanese Tourists," etc.

Selection of language and cultural elements was based on needs diagnosed and assessed at the beginning. Some of the questions considered during this process were:

--What skills should the students possess at the end of the course?

--What vocabulary would be functional for certain job situations?

--What situations should be included as classroom activities?

Answers to these questions were generated from needs assessed previously. To make each lesson coherent and to assure a systematic process of language learning, the material for each lesson was arranged in the following sequence: useful expressions, conversation, vocabulary, explanation, drills, exercises, simulation and skits, and cultural exploration (identified as the cultural theme of the lesson).

The content of each lesson can be viewed as a learning experience and can be rearranged in the instructional process. Language learning is a series of phases that needs to be explored thoroughly for maximum effectiveness. In this course, the teaching-learning process has been defined as a particular and continuing activity involving a number of steps or operations. The process is conceived as continuing and more or less sequential in the sense that each activity forms a logical base for the next. At the same time, the process is cyclical, progressing in a spiral movement, achieving small objectives at each stage. The following is the schematic learning process for each lesson of classroom instruction.

Presentation -> Explanation -> Drill ->
-> Application -> Evaluation
(Simulation)

The application stage is especially emphasized by providing various simulated job-related situations for role-playing and skit activities. Impromptu presentations are encouraged by providing descriptions or situations and directing pairs of students as follows:

A. You are introduced to a business person by one of your associates. Both of you exchange your business cards (meishi) and converse for a while. Remember, the meishi is serving as the medium.

B. Make up a list of Hawaiian souvenirs and prices to go with them. With one student playing the role of customer and the other the role of sales clerk, simulate sales transactions in a souvenir shop.

C. You have made reservations at a hotel and wish to check in. The man at the front desk asks you how long you will stay, tells you where your room is, and give you your key.

D. You would like to exchange some currency at your hotel. Ask if you can do that, and what the current rate of exchange is. Ask for 10,000 Japanese yen. The man at the front desk will tell you what the rate is, and how many dollars you can have.

In the case of example A above, students are provided background information on the cultural implications of presenting the business card or "meishi." In addition to a person's name, the "meishi" usually provides other important information. For example, it indicates his place of occupation and the position he holds. If one person is of a higher social status, or holds a more respected position, the other is forewarned to use the appropriate language and manners. Without this kind of background information about the other person, Japanese businessmen find the first meeting stressful and uncomfortable. Therefore, without a "meishi" to present, they feel unequipped to meet new people. The function of the Japanese "meishi" is much more broadly defined than the American's name card which is strictly used for further business reference.

Because the "meishi" makes explicit one's position in an organization, its use reflects the Japanese preference for demonstrating one's ability to live and work in a group. With a minimum of conversation, two parties meeting for the first time will, with quiet ceremony, respectfully present their cards for evaluation, allowing sufficient time for each party to come to an understanding as to the exact position and status each individual represents within his company. The "meishi" in almost all cases serves to establish levels of dominance and subordination within the developing relationship, and also serves to outline areas of commonality that can be used to further strengthen the new relationship. The custom of keeping conversation to the minimum during this ceremony prevents social embarrassment that may result from either boasting or acting unduly servile.

"Meishi" also provides the opportunity of clearly defining an individual's role and status within the society. In the event that a Tokyo businessman finds himself in the embarrassing position of "running short" while entertaining clients, the presentation of his card to the club or restaurant manager serves the purpose of establishing the individual's identity as an employee of a well-known company that will subsequently "make good" on the debt that has been incurred. The proprietor is often honored to serve the representative of such a well-known firm, and frequently correctly anticipates that extending the credit of the establishment to the individual invariably means continuing patronage by the businessman and his associates at a later time.

Understanding the cultural implications of the exchange of "meishi" provides students with a context for the linguistic material contained in the dialogs and drills. These as well as the role-playing, simulation and skit activities mentioned above are also included as a part of the evaluation of the students' performance, in addition to written quizzes. Communicative competence, cultural understanding, and grammatical knowledge are evaluated, since these areas are claimed as objectives of the course. As a final project, the class produces video taped skits as group efforts in which they act out job situations in hotels and in restaurants. They demonstrate in this production, their capability to perform basic skills of communication on-the-job.

DEVELOPMENT OF COURSES IN FRENCH, SPANISH AND MANDARIN

In the courses developed for French, Spanish, and Mandarin, cultural considerations were appropriately applied to the curricula. In the French material, for example, a section called "Notes Culturelles" illustrates levels of politeness as follows:

1. Comment défendre, interdire, prohiber quelque chose au public.
2. Pour inviter poliment le public à faire ou ne pas faire quelque chose.
3. Ou bien de l'impératif infinitif avec ou sans s.v.p.
4. Formules de politesse.[4]

Using different approaches, all four courses begin the study of written material appropriate to the travel industry. This material includes business cards (see discussion above), correspondence, government forms, and signs that one would find in places such as hotels, travel agencies or airports.

Second level courses for all four languages are currently being developed. They will be offered for the first time during the 1984-5 academic year. Writing will receive somewhat more emphasis at the second level than it received at the first level. In the Mandarin course, for example, students are expected to recognize a set of words related to travel services. This set is expanded throughout the second level course. Students will also learn to complete forms - such as a hotel registration form - using simple biographical information. Since French and Spanish have phonetic writing systems, reading and writing objectives will include a fuller range of business correspondence than will be attempted in Mandarin and Japanese.

Methodological considerations reflect the objectives of the program. As expressed by S.H. Ho, developer of the Mandarin course, students will develop a "notion of language as good manners" and will be able to use "appropriate expressions as required by social demands."[5] While the courses are designed for future travel industry managers, they are also excellent vehicles for illustrating the unique relationship between cultural value and linguistic expression. As such, they prepare students for the international and cross-cultural activity that is fundamental to the tourism industry.

EVALUATION RESULTS

Evaluation of the language courses is conducted at the end of every semester. The students seemed to enjoy the classes and generally felt that they accomplished what they wanted to learn. In reviewing the evaluations, especially the students' comments, it is important to understand some characteristics of the TIM students. They are all undergraduates. Many worked in the travel industry before entering the program; all must work in the industry to complete internship requirements for the B.B.A. in Travel Industry Management. They tend to be career-oriented, a trait that should be expected among students in any professional school. In this context, one can understand the interest of one student in learning "anything that can help me in (the) hotel and restaurant (field)". (All quotations come from the students' written evaluations of the courses.)

Starting with highly motivated students is of course an ideal point of departure. Such students, however, also have very specific ideas about what will help them achieve their goals. To a large extent the courses included material that coincided with student interest. One result that was not discussed in the early planning but which the language professors started to notice during the first semester was that the students in these courses were learning much more in certain skill and content areas than students in traditional classes. Four areas appeared to develop differently in the TIM language courses from the development one could expect in traditional language classes.

1. Greater control of basic structures and of a greater variety of structures.

   Motivation plays a major role in all learning and the students in these classes were motivated to use the specific types of structures and vocabulary that were being taught.

Reduction use of certain forms or certain activities which were not useful to conversation resulted in greater concentration on those forms and activities that were useful. This meant that more repetition of basic structures was possible resulting in greater control. For example, forms that were not taught but which would be taught in traditional first year courses are the literary tenses in French. An example of an activity which was omitted in the TIM language course is the learning of characters in the Mandarin course. This activity requires a significant amount of time in traditional classes. How much time should be allowed to this area in the Mandarin course for TIM students is currently being considered.

2. Capability to converse meaningfully.

Because all use of language in TIM language classes was restricted to situations that approximated real life, students were able to develop the ability to carry on meaningful conversations. The instructors report that students' control of spoken language is better than that of students who have completed a semester of traditional language teaching.

3. Greater confidence and ease in speaking.

Getting students to speak up and reveal

what they know (or do not know) is a frequent problem in language classes. Possible reasons include common interests among the students to feel (as one student wrote) like "participants in the learning process."

4. Greater understanding of the role of language and culture in successful international business pursuits.

Many of the students enrolled in TIM language courses seem to be developing an awareness of the crucial role of language and culture in the potential for success of any business venture. In a service industry such as tourism, failure to attract and satisfy customers frequently is linked to communication impasse. Since this is true even when all parties speak the same language, it should be especially obvious when patrons, service personnel, and management do not share the same linguistic and cultural traditions. Students should understand the nature of the problems that result where such traditions differ; what they learn in the TIM language courses should suggest remedies for such difficulties.

DISCUSSION

Recent surveys show that a majority of language and business professors believe that traditional language courses do not meet the needs of business students very well.[6] On the basis of a student need survey, Kataoka recommends that tailored courses should be offered for business students from the beginning level.[7] Therefore, there is a necessity for a curriculum of foreign language courses that meets the specific needs of the international business student.

One of the challenges of this new language program in the School of Travel Industry Management has been to develop truly interdisciplinary courses. On one hand, the TIM professors were not accustomed to thinking about the kinds of conversations that go on in the travel industry. On the other, the language professors expected to first design a grammatical curriculum (a list of structure and vocabulary items) and then to write bits of short dialogue to illustrate points of grammar.

For the TIM language courses, they had to reverse this process. First, specific situations were described. These included communication in settings such as a travel agency or a hotel and in contexts such as conducting an employment interview or helping a client choose a tour. The next step was to design dialogues to allow students to communicate in these situations. The final step was identifying needed structures and vocabulary. We tried various ways to bridge the gap between disciplines. Texts used for Travel Industry Management courses were loaned to the language professors and the TIM School arranged for the language instructors to take a "field trip" to talk to managers at hotels. In addition, T.I.M. professors commented on the course syllabi as they were being designed and a number of meetings were held to discuss progress.

How well the language professors succeeded in capturing the reality of the travel industry is reflected in students comments, such as, "practical," "appropriate," "relevent," "applicable," "gives just enough so you can handle yourself," and "Special content is very useful. Knowing one area well is better than learning a lot and remembering nothing."

CONCLUSION

The curriculum development procedure described above which started with identification of specific settings is crucial to the feasibility of special language courses, especially at the introductory level for the international business student. It must be recognized, however, that complete studies of language as it is used in a specific setting (a front desk at a hotel, for example) by a specific group (elderly Japanese farmers on their first trip outside Japan) have not been done. Such research is probably beyond the resources of those who design language courses in academic settings. Nevertheless, the successful use of specific functions of the target language as a basis for determining curriculum design illustrates by example the fact that language and experience are inseparable. Students can begin to observe in the language classroom that language, significant as it is, is never isolated from the context of experience. As one student wrote, "It is not only a learning process but also an experience to be able to participate and gain valuable information about our target language."

Notes

1. Mary Spreen, "Memo on TIM Language Courses," (School of Travel Industry Management, University of Hawaii), December 14, 1981.

2. Hilda Taba, Curriculum Development: Theory and Practices (New York: Harcourt, Brace and World 1962), p. 12.

3. Hawaii State Data Book 1982: A Statistical Abstract. Hawaii: Department of Planning and Economic Development, November, 1982.

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5. S. H. Ho, "Proposal to offer a new course: second level Chinese for Travel Industry Management," (University of Hawaii) TS, p. 3.

6. Christine Uber Grosse, "Attitudes Toward Languages for Business at Two South Florida Universities," Foreign Language Annals, December 1983, vol. 16, p. 451.

7. Hiroko Kataoka, "A Needs Assessment Approach to Teaching Japanese," Journal of the Association of Teachers of Japanese, November 1982, vol. 17, pp. 143-153.

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THE PLANNING AND IMPLEMENTATION OF A MAJOR IN MULTINATIONAL BUSINESS AND FOREIGN LANGUAGE: A CASE STUDY

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THE PLANNING AND IMPLEMENTATION OF A MAJOR IN MULTINATIONAL BUSINESS AND FOREIGN LANGUAGE: A CASE STUDY

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INTRODUCTION

A Bachelor of Arts degree program in Multinational Business and Foreign Language was planned during the 1982-1983 academic year at Millersville University of Pennsylvania for implementation during the 1984-1985 academic year. This degree program was designed to enable the student to acquire a broad-based knowledge of multinational business theory and practice, a specific knowledge of business practices in a particular foreign country, fluency in a particular foreign language, and a general knowledge of a particular foreign country's culture. The first phase of the degree program was designed to focus upon the German language, with subsequent implementation in Spanish, French, Japanese, Russian, and Arabic. The degree program is to be housed officially within the Department of Economics and Business Administration and will be monitored by a bi-departmental team consisting of two members from each of the sponsoring departments. This committee will meet regularly on a continuing basis to measure the progress of the program, to administer it in conjunction with the chairpersons of the sponsoring departments, and to make such changes in the program curriculum and program policies as are deemed necessary by the committee and the academic departments involved.

RATIONALE FOR THE GERMAN COMPONENT OF THE DEGREE PROGRAM

As the nations of the world have become more trade-interdependent, economic ties between the German-speaking countries and the United States have become much stronger. In recent years both the Federal Republic of Germany and the United States have significantly increased their levels of trade and investment in each other's country. A good example of this phenomenon can be found in the escalating amounts of tourism between the two countries. Of special significance to the United States generally and to Lancaster County, Pennsylvania (where Millersville University of Pennsylvania is located), specifically, is the fact that the number of West Germans visiting the United States annually now exceeds the number of Americans visiting the Federal Republic of Germany each year.

Although the United States remains the world's leading exporter in volume, its percentage of world exports has diminished significantly over the past two decades, and its balance of payments has suffered accordingly. Exacerbating this problem is the fact that Americans are poorly equipped linguistically to meet the competition they face in the world marketplace. Since the best business language to speak is that of one's customer, and since a significant number of America's international business customers are German-speaking, the ability of an American businessperson to converse fluently in German and to understand the culture in which that language is based are imperative if his/her company is to find success in its international trade with German-speaking countries. Therefore, it is simply not enough for the American businessperson to study multinational business; he/she must also study the German language and the German culture. At present, however, fewer than a dozen programs which stress language and cultural study to the same degree as multinational business exist at the undergraduate level in the United States. Among these programs are those at the University of Connecticut, Eastern Michigan University, and Pacific Lutheran University. Administrators of these programs have reported as much as a three-fold increase in the number of their foreign language majors as a result of their implementing a program such as the one discussed in this paper. Surveys of current Millersville University of Pennsylvania students and secondary-school students throughout the Commonwealth of Pennsylvania have indicated that the implementation of a Multinational Business and German degree program at Millersville University of Pennsylvania would more than double the number of students studying German at that institution.

Millersville University of Pennsylvania is located in a geographic region where the amount of West German businesses and tourism is well above the national average. Local businesspeople have long recognized the need for such a degree program as the one outlined in this paper and have frequently lamented over their inability to find college graduates with an adequate background in multinational business and the German language.

From an academic perspective, Millersville University's 1980 Institutional Self-Study Report states that an important aspect of the institution's mission is to prepare students for careers or continued study at advanced levels. Both the faculty of the Department of Economics and Business Administration and that of the Department of Foreign Language feel that a major in multinational business and foreign language is a logical response to this goal. Also, the American Assembly of Collegiate Schools of Business, the accrediting agency for business administration programs, emphasizes the need for business administration faculty to introduce multinational dimensions into their curricula to provide a more wholistic education to students of business administration. Such a program as this one would certainly address this issue of academic quality and currency.

REQUIRED CURRICULUM FOR THE MULTINATIONAL BUSINESS AND GERMAN PROGRAM

The mandatory curriculum for the student majoring in Multinational Business and German consists of a total of sixty-nine semester hours, broken down in the following manner: thirty-three semester hours taken in the Department of Economics and Business Administration, thirty-three semester hours taken in the Department of Foreign Language, and three semester hours of internship within the Lancaster County, Pennsylvania, business community. Students may also elect to spend their junior year abroad at Phillips University in Marburg, Federal Republic of Germany. Such students will have the opportunity to undertake another three semester-hour internship in the Federal Republic and will be instructed in the growth and development of the West German business community by the Department of Economics faculty of Phillips University.

The specific requirements for the major in Multinational Business and German are as follows:

Principles of Economics I and II	6 credit hours
Economic Statistics	3 credit hours
Introduction to Quantitative Concepts	3 credit hours
Business Organization and Management	3 credit hours
Introduction to Accounting	3 credit hours
Managerial Finance	3 credit hours
Principles of Marketing	3 credit hours
Multinational Accounting and Finance	3 credit hours
Multinational Management	3 credit hours
Multinational Marketing	3 credit hours
Intermediate German I and II	6 credit hours
German for Business Majors I and II	6 credit hours
Commercial German	3 credit hours
German Civilization for Business Majors	3 credit hours
Composition and Oral Expression I and II	6 credit hours
German Civilization I and II	6 credit hours
Translation and Interpretation	3 credit hours
Internship with a Lancaster Co. business	3 credit hours
Total	69 credit hours

The philosophy behind the mandatory internship in the United States and the elective internship in the Federal Republic of Germany is that a meaningful practical experience in multinational business in the United States, and perhaps in the Federal Republic as well, would appropriately augment the theory which the student learns in the classroom and would serve to instruct him/her in the commercial operations and social, cultural, economic, and political dimensions of international trade. Internships within the United States would be restricted to those organizations having International Departments which are involved in trade with German-speaking countries. Such internships would be coordinated jointly by the Director of International Operations for Armstrong World Industries, the Department of Economics and Business Administration at Millersville University, and the Director of Cooperative Education at Millersville University. Internships within the Federal Republic of Germany would be provided within the West German business community and would be coordinated through Phillips University, the Department of Foreign Language at Millersville University, and the Director of Cooperative Education at Millersville University.

RESOURCES REQUIRED FOR THE MAJOR

The current German faculty in the Department of Foreign Language is adequate to handle the foreign language component of the degree program. One additional faculty member credentialed in multinational business administration must be added to the Department of Economics and Business Administration. Members of both faculties would be expected to participate in appropriate seminars and workshops which are regularly offered by such institutions as Eastern Michigan University, the Wharton School of the University of Pennsylvania, and Duisburg Institute in Cologne, Federal Republic of Germany. The great majority of the coursework required for this major is already in place within the two sponsoring academic departments.

A modest increase in institutional funding of $1,500 to $2,000 per year over a five year period has been budgeted to send two faculty members per year to train at multinational business and foreign language workshops, to provide student secretarial assistance, and to underwrite the cost of specialized literature and promotional materials necessary for program development. All other costs of the program can be met through current and future budgetary allocations to the sponsoring academic departments, with the exception of the required additional faculty position within the Department of Economics and Business Administration. The individual serving in this position will also have the additional responsibility of teaching courses other than those associated with multinational business according to the needs and wishes of the Department of Economics and Business Administration. That department is currently understaffed in relation to number of student majors and in proportion to other academic departments within the institution; the addition of another faculty member will help to alleviate this situation as well as providing a highly capable resource person for the Multinational Business and Foreign Language degree program.

CONCLUSION

In planning and implementing a degree program in Multinational Business and Foreign Language, Millersville University is providing an innovative and progressive educational opportunity within the Commonwealth of Pennsylvania and the Middle-Atlantic region. The interdisciplinary nature of the program provides the student with an excellent opportunity by which to broaden his/her education and to increase his/her marketability in the industrial world. The implementation of this program has and will necessitate minimal changes in the academic, financial, personnel, and physical operations of the host institution; and the eventual visibility of the program should add considerable stature to the university in upcoming years. Depending upon the success of the German phase of the Multinational Business and Foreign Language major, planners of this program hope to add the Spanish, French, Russian, Japanese, and Arabic phases in the years ahead. The excitement and academic stimulation involved in this type of long-range planning should provide the program developers with the incentive they need to meet the challenge of implementing and modifying this new major along successful paths.

AN OVERVIEW OF THE LANGUAGE & INTERNATIONAL TRADE PROGRAMS AT EASTERN MICHIGAN UNIVERSITY

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An Overview of the Language and International Trade Programs at Eastern Michigan University

(A speech delivered at the E.M.U. Conference on Foreign Languages for Business and the Professions, Dearborn, MI, Saturday, April 7, 1984)

by J. Sanford Dugan, Ph.D.

The Language and International Trade programs at Eastern Michigan University comprise a 60-semester-hour undergraduate major leading to the B.A. and a 30-semester-hour graduate sequence leading to the M.A. Both were initiated in 1978 and have been fully implemented since about 1980. The undergraduate program is offered in French, German, and Spanish, while the graduate program includes these three foreign languages and English as a Second Language. Overall direction and administration is provided by the Department of Foreign Languages and Bilingual Studies and is coordinated among the departments of Economics, Foreign Languages, Geography, History, Political Science in the College of Arts and Sciences and various departments in the College of Business. Since 1979, about 25 students have graduated with the B.A. and 83 with the M.A. Presently, 225 undergraduate and 175 graduate students are enrolled in the programs with roughly equal distribution among the three foreign languages and approximately 30 graduate students in the ESL section.

The motivation for establishing the program six years ago was rooted in the dramatic decline in enrollment experienced in the early and mid-seventies and a clearcut movement away from E.M.U.'s traditional role of training future teachers. Incentive was afforded in the form of a federal grant under Title VI of the Higher Education Act. Other subsequent grants from government and

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private sources have allowed maintenance of a boad-based program and the pursuit of important additional innovations in the areas of international cooperative education exchange and the preliminary development of courses in applied languages for technological careers.

A rationale for the current programs is found in the growing need for American manufacturing industries to compete effectively in world markets and, on a more lofty plane, in the need for all Americans to become more aware of the motivations and aspirations of other cultures in the global village so that sensible and beneficial relations with other countries may be maintained. In spite of recent criticism which claims that careerism is diluting the traditional humanities curriculum, it is certainly clear that knowledge of one's country's place in relation to other countries is a need of every citizen and an important part of the humanities tradition.

In the early planning stages of the programs extensive consultation with area business representatives revealed that, indeed, there existed an unmet need for people trained in business procedures and concepts and who had a foreign language capability. These representatives made it clear, however, that the ultimate decision in hiring a candidate would be based on that candidate's preparation and background in business; foreign language skills alone were not enough to secure an entry-level position. Combined with a strong concentration in business and economics, however, a foreign language skill was seen as a definite asset in a growing climate of internationalism and was predicted to offer a distinct advantage over the business preparation alone.

For these reasons, as can be seen in the program outlines for both the M.A. and the B.A. programs (see handouts), the principal emphasis is on preparation in business and economics, but a strong component in foreign language is also required. I shall begin by discussing the undergraduate program and then talk about the graduate program.

The first page of the undergraduate check sheet is a list of basic studies requirements with a few suggestions on what best dovetails with the program. The LIT program comprises 60 semester credit hours out of the minimum 120 semester credit hours normally required for the B.A. It has the status of a group major, so that a student majoring in LIT does not have to complete a minor.

Of the 60 semester credit hours, 30 are devoted to business and economics, 27 to language and area studies, and three hours are awarded for the completion of a cooperative work experience, which is a requirement of the program.

In the business and economics component the main requirement is the completion of what is accepted as a minor in a operational area of business such as marketing, information systems, management, or accounting. Students who have never had a course or any practical experience in business are encouraged to take a three-hour introductory course which is designed to give a ground work of vocabulary in the area of business and to present basic concepts of how businesses function both internally and in relation to society as a whole. The minor itself requires introductory courses in the main operational areas of business and a concentration of course work in one of these areas. We observe that many of our graduates tend to go into marketing, but the other options are not excluded. A survey of regional firms completed three years ago by Professors John R. Hubbard and Robert Ristau indicated that, for those businesses in the nearby region, training in marketing seemed most favored.

The minor in business is a 21- to 24-hour block of courses offered in the

E.M.U. College of Business, which has the distinction of being among the 20% of business schools in the country that hold full accreditation awarded by the American Assembly of Collegiate Schools of Business. In order to maintain its high standards, the College of Business requires that students enrolling in courses for the minor must be juniors, that is, must have completed 55 semester credit hours of basic studies course work. This has the result of encouraging students to concentrate on foreign language credits early in their course of study, which poses the difficult problem of teaching business concepts in the foreign language.

Besides the regular minor, a course in international marketing and a course in international economics are required. These provide specific application of economic theory and marketing strategy to the problem of competing for business in a world market. They represent the capstone of the business component.

In the foreign language and area studies component, students take a series of courses designed to give them an understanding of the cultural, social, political, and historical heritage of a region outside the U.S. and to bring them to a certain level of proficiency in one of the languages of that area. As can be seen, the foreign language course work accounts for 18 of the 27 semester credit hours in this component, with the rest devoted to geography, history, and political science. A sufficient number of foreign language courses is available to accommodate students coming into the program at various levels of proficiency from low to advanced. At the upper levels, these courses are oriented toward the vocabulary and concepts of business as practiced in the target culture.

At present, a large portion of our undergrdauate population is concentrated in the 300- or junior-level foreign language for business courses. We have under discussion a revision requiring that students take two additional courses at the 400- or senior level. This would have the effect of raising the level

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of language proficiency and would also respond, to some extent, to the problem mentioned above, where students take the courses in foreign languages for business before completing introductory courses in the operational areas of business.

The final component of the undergraduate program is the cooperative education work experience, in which the student applies training in business administration in an actual on-the-job setting, for a period of four months to a year. Before discussing this further, I should like to turn briefly to the graduate program of study and then return to the coop requirement, which is common to both programs.

The graduate program is designed to give students a grounding in business and economics as well as an understanding of commercial operations as carried out in the target country. Once again, the business/economics core predominates, with students taking five or six three-hour courses in this area. There is considerable flexibility in determining an individual graduate student's program, since the variety of backgrounds that may be presented is more diverse than that at the undergraduate level. For instance, a person with a strong undergraduate background in economics, will be encouraged to concentrate in business courses while taking one or two more specialized courses in economics, and vice versa.

In the language area, students are expected to take three or four courses. Two of these concentrate on the vocabulary and concepts of business as carried out in the target countries. In the case of French and Spanish, these courses are designed to lead to the diploma examinations offered by the Chamber of Commerce and Industry of Paris (CCIP) and the Chamber of Commerce and Industry of Madrid (CCIM). The third and fourth courses may concentrate in advanced syntax or in the specialized vocabulary of technology, which is an area under development and which I shall speak about shortly.

All students in the graduate and undergraduate programs are expected to complete a cooperative education internship or work assignment in a salaried position where they will apply skills in business administration. The rationale for this is to allow the student to experience in a practical way the implementation of principles acquired in academic classes. In this way the student is able to gain the confidence of using newly learned theoretical skills in a meaningful context and to become more qualified before entering a career.

The definition of the internship is broadly construed to include salaried positions in which the activities may include some clerical functions but in which the majority of the time is devoted to areas of business administration. These latter include ordering, bookkeeping, cash flow, work schedules, publicity, hiring and firing, etc. The internship does not have to be language oriented. Recently, a student completed an internship as a management trainee in a food store chain; another was the manager of a donut shop. The length of the internship is a minimum of four-months full-time employment or the equivalent part-time.

Many internships are completed in the immediate region around Eastern Michigan University, but, for qualified students, there is the possibility of being placed in an internship abroad. Since 1979, under the direction of Professor Raymond Schaub, Eastern Michigan University has been exchanging interns with schools in the Federal Republic of Germany. Shortly thereafter, exchanges were established with three centers in France and, more recently, with institutions in Spain. To qualify for these placements, students must present a high level of competence in the foreign language and success in at least six upper-division business courses. Any previous practical experience in business administration, although not a requirement, is considered to improve a candidate's application. As a way of improving communicative skills students can avail themselves of immersion programs offered by E.M.U. in Quebec and Mexico.

From the point of view of a student entering either the graduate or the undergraduate program, the three major components, language, business/economics, and the internship, may require differing amounts of time to complete and may be completed in varying sequences. Typically, however, undergraduates enter the program having had several years of foreign language study in high school. They are usually eligible to take the 300-level business language courses in their second or third year. This completes their language requirement, but they often feel the need to continue taking course work in the foreign language as a way of keeping up their skills. For those who wish to go on or who come in at a higher level there is the possibility of a two-course sequence in business language at the 400 or senior level.

Both sequences lead toward business language exams. In French, the 300-level courses prepare students for the Certificat pratique of the CCIP and the 400-level courses lead to the Diplôme supérieur of the CCIP. In Spanish, the sequences are similar, with exams sponsored by the CCIM. In German, the courses will soon have as an external goal the Diplom Wirtschaftsdeutsch, based on an exam which will be appropriate for students completing the upper-level courses.

The graduate student can expect at least three semesters of course work and a four-month internship. It is expected that an entering graduate student show some previous undergraduate course work in economics and/or business and have language proficiency high enough to allow taking graduate-level courses. If there is a deficiency in any of these areas, additional course work is required for remediation.

A recent survey of alumni of the program is in the process of being analysed and prepared for publication by Professors Raymond Schaub and Geoffrey Voght. While I do not have all the details at hand, some of the results are of interest.

About 100 letters were mailed. The response rate was 35%. Of those responding, more than 95% are employed. For 60% of those responding, their job has some kind of international aspect; 70% said they use foreign language skills in their work.

I should like to turn briefly to some plans for the future before drawing a conclusion. The present program has four aspects, as follows: upgrading the present program requirements (undergraduate), program development in new areas, and two initiatives aimed at stabilization. First, upgrading. At present, we have under discussion a proposal to increase the level of course work in language in the undergraduate program. We feel that students coming out of the LIT program should have language proficiency at the 400 level. The second initiative is in program development. Under a Title VI (Higher Education Act) grant secured by Department Head John Hubbard, four faculty members have quarter released time for two years to develop and implement courses in language for technology. These will very likely become options in the LIT programs. The final two undertakings are in the stabilization area; one is a recruitment campaign, while the other is a pursuit of endowment funding. At least once a month for the past several years, Professor John Hubbard, occasionally accompanied by other faculty members, visits area high schools to promote our programs and keep them in the minds of counselors and prospective students. The endowment project is being embarked upon by Professor Raymond Schaub, who will be on sabbatical leave for 1984-1985 with the goal of raising two million dollars in order to give the Language and International Trade programs a secure base of permanent funding.

I should like to conclude by saying a word about some of the current debate on education and particularly the humanities. Some are saying that careerism is weakening the traditional role of the humanities in shaping the intellectual and ethical lives of the country's citizens. The concern for gaining marketable skills is seen as too narrow a goal. I feel that the programs that have been successful for us do respond to the need to prepare for a career but do not betray the tradition of molding the outlook of responsible citizens. Meeting the need for young people to become aware of their nation's role in the surrounding world is part of a humanities tradition that goes back to antiquity, and it is a basic part of our programs. Furthermore, the link between poor trade relations with other countries and the outbreak of hostilities is a lesson that nations have had to relearn many times over, most recently in the 1930's. Now that the potential consequences of global conflict are of a different order of magnitude than 50 years ago, it seems reasonable that programs that give students at least an inkling of one important aspect of international relations are serving the needs of the nation and may give some hope for a better future.

Eastern Michigan University

LANGUAGE AND INTERNATIONAL TRADE

Check Sheet for the B.A. Major

Name ______________________________ Student Number ________________

I. Basic Studies (Courses recommended in keeping with the Basic Studies requirements outlined in the EMU Undergraduate Catalog.)

Group I: Language Area (Three courses required)

1. _____ENG 121 (If your SAT score is below 400 or your ACT score is below 17, you must take ENG 120 first.)
2. _____SPH 121 or 124.
3. _____The foreign language component is satisfied by your major requirements.

Group II: Science and Mathematics Area (Three courses required)

1. _____One lab science course in biology, chemistry, geography, geology, physics, astronomy or psychology.
2. _____A second lab science course or a course in mathematics.*
3. _____One elective course in Group II.*

*Math 118 and 119 are required for a minor in Business Computer Systems or Production Systems Analysis.

Group III: Social Science Area (Five courses required)

1. _____PLS 112, 113 or 202.
2. _____HIS 101, 102 or 105.
3. _____ECO 201 and 202.
4. _____GEO 110.

Humanities Area (Four courses required)

1., 2. _____Two literature courses in the English Department or two intermediate (221, 222) or advanced foreign language literature courses.

3. _____One course in philosophy or religion.
4. _____One course in art, music or dramatic arts.

(Physical Education Requirement: Two semester hours in physical education activity courses are required for graduation.)

II. Requirements for the Major

A. Business and Economics (Semester hours required: 30)

1. With the advisor's approval, the student shall construct a 21-24 hour program in business which will usually consist of a minor in an operational area: Accounting, Legal Assistant Program, Office Administration, Executive Secretary Program, Business Computer Systems, Finance, Industrial Technology, Management, Marketing, Production Systems Analysis, etc. (We anticipate that, for most of our graduates, marketing will be the area of greatest career potential.) It is strongly recommended that all students take BE 100 for International Trade.

2. MKT 460 International Marketing (Three semester hours. Prerequisites: MKT 360)

3. ECO 370 Comparative Economic Systems (Three semester hours. Prerequisites: ECO 201 and 202)

OR

ECO 480 International Economics (Three semester hours. Prerequisites: ECO 201 and 202)

4. Upper-level Electives in Business and Economics: With the advisor's approval, the student shall, if necessary, take additional upper-level courses in business and economics to complete the 30 semester hours required.

B. Language and Area Studies (Semester hours required: 27)

1. Language (Minimum semester hours required: 18)

French, German or Spanish 121, 122 (Five semester hours each; open to general students, majors and minors.)

French, German or Spanish 221, 222 and 233, 234 (Three semester hours each; open to general students, majors and minors.)

French, German or Spanish for International Trade 361, 362 (Three semester hours each; required of all majors; open to qualified general students and minors.)

NOTE: Incoming students with advanced proficiency (300-level or above) shall take, after consultation with the advisor, 361-362 and/or 446-447 and additional semester hours of 300- and/or 400-level language courses to complete the 18 semester hours required.

2. GEO/HIS 316 History and Geography of Modern Europe (Six semester hours; offered in the winter semester of even-numbered years. Prerequisites: Geography 110 and History 101 (or 102 or 105.))

OR

GEO/HIS 317 History and Geography of Spanish America (Six semester hours; offered in the fall semester of even-numbered years. Prerequisites: Geography 110 and History 101 (or 102 or 105.))

NOTE: Three hours of GEO/HIS 316 or 317 may be applied to a major or minor in History and Geography and to Group III of Basic Studies.

3. Political Science (Three semester hours).

The student shall take one course from the following list:

PLS 211	European Political Systems
220	Comparative Legal Systems
271	Introduction to International Relations
341	International Law
342	International Organization
354	Government and Politics of Canada
367	Contemporary Political Systems of Latin America NOTE: The prerequisites for this course are PLS 112 and 210.

C. Field Experience (Semester hours required: 3)

FLA 387 or 487 Cooperative Education in Language and International Trade (Three semester hours each)

OR

FLA 489 Internship in Language and International Trade (Three semester hours)

NOTE: Depending on the nature of the work experience, the student may substitute three additional hours of internship or cooperative education experience for lower-level language courses if he has demonstrated proficiency at those levels; or he may substitute three additional hours for other courses in the program in which he has demonstrated competence. The option will be determined in consultation with the advisor on an individual basis, especially since some students will complete cooperative education and internship positions (lasting longer than one semester) in French-, German- and Spanish-speaking countries.

Eastern Michigan University

MA in Language and International Trade

(Graduate hours required: 30)

The Department of Foreign Languages and Bilingual Studies, in cooperation with the College of Business, offers a Master of Arts in Language and International Trade which will integrate the study of modern foreign languages and cultures with preparation in the field of international business. This MA is designed to promote cultural awareness and sensitivity with reference to our own society as well as to societies of other world regions, and to provide students with the skills, knowledge, and understanding needed for competent performance in an international environment. At least 30 hours of graduate-level courses are required for graduation.

Business and Economics Area Core Program 15-18 Semester Hours

Business: At least ~~three~~ TWO courses in business are required. The following is a representative list from which appropriate courses can be chosen (consult the Graduate Catalog for prerequisites):

MKT 510 Marketing (3 sem hours)

MKT 520 International Business (3 sem hours)

MGT 501 Management: Concepts, Principles, and Practice (3 sem hours)

MGT 576 Corporate Social Policy (3 sem hours)

MGT 580 Management of Organizational Behavior (3 sem hours)

Students who have had a basic management and/or marketing course must substitute an appropriate course(s) in consultation with an advisor. Substitutes could be chosen from among the following courses (consult the Graduate Catalog for prerequisites):

ACC 501 Accounting Principles (3 sem hours)

FIN 502 Financial Principles (3 sem hours)

FIN 540 International Finance (3 sem hours)

LAW ~~ADS~~ 503 Legal environment of Business (3 sem hours)

LAW ~~ADS~~ 530 Modern Commercial Law (3 sem hours)

ORI 501 Introductory Probability and Statistics for Business (3 sem hours)

ORI 502 Introduction to Computers and Programming (3 sem hours)

Economics: At least ~~three~~ TWO courses in economics are required. This is a representative list from which appropriate courses can be chosen (consult the Graduate Catalog for prerequisites):

ECO 501 Macroeconomic Theory and Policy (3 sem hours)

ECO 502 Microeconomic Theory and Policy (3 sem hours)

ECO 508 International Economics (3 sem hours)

ECO 575 The Economics of Socialism (3 sem hours)

ECO 580 International Trade: Theory and Policy (3 sem hours)

ECO 581 International Monetary System (3 sem hours)

ECO 585 Economic Growth and Development (3 sem hours)

ECO 586 Economic Planning (3 sem hours)

Language Area 10-12 Semester Hours

Study is required in intensive foreign language courses which include cultural components (customs; social, economic, and political structures; economic geography; legal environment).

a. Native English speakers with demonstrated proficiency in a foreign language must elect, in consultation with an advisor from the Department of Foreign Languages, 10-12 hours of courses for graduate credit in that language area.

b. Non-native speakers of English who have demonstrated English proficiency with a score of 80 or above on the Michigan Test of English Language Proficiency (or equivalent) must complete 10-12 hours of courses for graduate credit in French, German, Spanish or Business English for International Students.

c. Non-native speakers of English who have demonstrated only the minimal English proficiency for admission to the Graduate School (a Michigan Test of English Language Proficiency test score of 75-79 or equivalert) will also be required to take six (6) hours of advanced English as a Second Language courses, in addition to completing 10-12 hours of courses for graduate credit in French, German, Spanish or Business English for International Students.

Cooperative Education

All students are required to complete a cooperative education position or an internship in a business firm, provided an appropriate position can be found. Students for whom placements cannot be found are asked to do an independent study or to take an appropriate course in substitution for the co-op placement.

International Cooperative Education Exchange

Qualified students may be placed in salaried, cooperative education traineeship positions in French, German or Spanish firms in those countries for a minimum of sixteen weeks. The placements are competitive and are contingent upon available positions.

DEPARTMENT OF FOREIGN LANGUAGES
AND BILINGUAL STUDIES
LANGUAGE AND INTERNATIONAL TRADE
CO-OPERATIVE EDUCATION REQUIREMENT

Introduction: For all students in Language and International Trade--both undergraduates and graduates--cooperative education is a degree requirement. The reason for this requirement is that cooperative education can uniquely enhance our students' education by giving them the opportunity to apply, test and broaden their academic knowledge in an actual working environment, and thereby become better qualified to enter their professional fields after graduation. LIT majors must complete--either in the U.S. or abroad--at least one full co-op placement for three degree credit hours; a second co-op placement may be completed for an additional three credit hours.

If, after a reasonable effort has been made, a co-op placement cannot be found, the student may seek a substitute activity, upon recommendation of the LIT Director. Substitute activities include an appropriate course or independent study, or a volunteer assignment in business administration. Any substitute activity must be approved ahead of time by the student's advisor and by the LIT Director.

I. Placement in the U.S.

A. Description: a one-semester full-time work assignment (or equivalent part-time) with predominant emphasis on using business/administrative skills.

1. Does not have to be language related or directly related to international business.
2. If part-time, the time on the job must add up to the equivalent of a full-time assignment (40 hours/week for one semester).
3. Job duties can include some clerical activities (filing, typing, etc.) or production activities (counter service, manufacturing, etc.), but the major responsibilities must be business administrative in nature (e.g., scheduling, bookkeeping, cash flow, ordering, personnel, advertising, data processing, etc.)
4. Some recent examples: manager, Dunkin Donuts shop; head office assistant, EMU residence hall; management trainee, Seven-Eleven store; trainee, customs brokerage firm.

B. Procedures

1. Students are encouraged to locate placements for themselves. The Department of Foreign Languages and Bilingual Studies, 219 Alexander Music Building (487-0130), the EMU Cooperative Education Office, 210 Goodison (487-1005), and the EMU Career Services Center (487-0316), can provide assistance.
2. It is helpful for students to make their personal contacts (families, friends, etc.) aware of their needs and of their capabilities.
3. Assignments must be approved by the LIT Director and by the EMU Cooperative Education Office.
4. Normally, the student obtains approval before beginning an assignment. A student working in an administrative position before starting the LIT program may obtain approval if the assignment meets the co-op criteria.

5. An EMU faculty member makes an on-site evaluation visit, consulting with student and student's supervisor.
6. The faculty member obtains an evaluation of student's work by employing firm and assigns a grade for the co-op experience.

II. International Cooperative Education Exchange

A. Qualified students are nominated for placement abroad.

B. Criteria of selection.

1. Advanced language proficiency.

    a. Determination is based on:

        1) Professors' evaluation of oral and written work during the academic year.
        2) Written application.
        3) Oral interview in the foreign language.

    b. Students completing language courses at the 300- and 400-levels who have not yet lived in a country where the foreign language is spoken may qualify, but we strongly recommend that students have at least a minimal (6 weeks) immersion experience in the language before applying.

2. High achievement in at least 18 hours of business courses and basic instruction in macro- and micro-economics before start of assignment.

3. Personal qualities, such as maturity, independence, self-reliance, that will contribute to the successful completion of an assignment. The student should be aware that feelings of alienation, loneliness, and depression usually identified as "culture shock," are associated with residence abroad. While the experience of a previous stay abroad is not required, it can be helpful in preparing the student to benefit fully from an assignment.

4. Significant previous work experience (usually of at least six-months' duration). This is not an absolute requirement but is considered very helpful.

5. At least two semesters' (eight months') residence in courses in the Department of Foreign Languages and Bilingual Studies.

C. Nominations are made on a competitive basis and only if the review committee determines that the candidate possesses the qualifications necessary for successful completion of an assignment.

D. Applications: See faculty advisor for forms and details.

APRIL 1983

A FOREIGN LANGUAGE PROGRAM FOR MAJORS IN HOTEL AND RESTAURANT MANAGEMENT: THE TRAINEESHIP

Fannie S.H. Tapper

French Department
University of Houston-Central Campus
Houston, TX 77004

A Foreign Language Program for Majors in Hotel and Restaurant Management: The Traineeship

The two to three-month summer traineeship in a hotel in Europe is the raison d'être of the foreign language program for majors in Hotel and Restaurant Management at the University of Houston-University Park. Immediately following a year-long ten semester credit hour language course, it is the powerful motivator necessary for rapid acquisition of basic skills in the target language; at the same time, it provides the occasion for continued improvement in the language and for first-hand knowledge of the cultural setting of the language. Without it, the language program for students in Hotel and Restaurant Management could not exist; with it, the program provides, as one student returning from his traineeship in France has said, one of the most meaningful experiences of a university career.

As far as we know, the University of Houston's language program for majors in Hotel and Restaurant Management (HRM) is the first such program of its kind in the United States. While developing this new program has been an extremely interesting experience for all of us involved, the going has been difficult and uncertain precisely because, for each language, we have had to pioneer in an area hitherto unknown and are continuing to navigate through uncharted rocks and shoals. As the Hilton College of HRM at the University of Houston has no foreign language requirement for its majors, our first unknown was whether the students would respond to the program. For six years now, they have indeed enrolled in the language courses, and in increasing numbers, even though for most students the course credits have been in excess of even the required outside electives. It is apparent to us that it is the promise of a traineeship abroad, at the end of a long year of intensive language study, which has filled the courses. But how to obtain and organize and operate the traineeships has been another problem; and here again, no tradition in the College of HRM of systematic and regular internships abroad could show us the way. For all three languages in the program--German (1979 - 1981), French (1982 to the present), and Spanish (beginning in summer 1985)--the language professors have taken upon themselves all details pertaining to the internships. The procedures described in this paper are those followed in organizing the French traineeships, as it was those traineeships which I was asked to develop.

The first obstacle, in my case, was ignorance. In spring 1981, when I agreed to initiate the French component of the language prog for HRM students, I knew nothing about the hotel business and knew no one in the industry. I can say now that this problem, and all others, have best been solved through personal contacts--my own and those of other people with whom I have worked. These contacts, coupled with some formal study and on-site observation (described elsewhere), have been indispensable in guiding me toward a speaking acquaintance with the hotel industry in France. It was fortunate, for example, that the deans of our College of HRM were members of the Cornell alumni network, as one of these alumni is general manager of a large hotel in Paris belonging to the international division of an American chain. This hotel, I later discovered, is distinguished for its excellent training program. The deans of the College of HRM also had access to another important network, made up of hotel chains who customarily recruit students graduating in Hotel and Restaurant Management at the University of Houston. The international office of one of these chains forwarded introductory letters in my behalf to its large and prestigious hotel in Paris. The HRM College opened another door for me when they made me their representative on the council of the Houston chapter of the French-American Chamber of Commerce. Through a new acquaintance in this organization, I met a family famous in France as caterers and chocolate manufacturers, who were planning at that time to open a rather large operation in Houston. Another French-American Chamber of Commerce member sent letters introducing me to the officers in a French chain with a new hotel in Houston. A friend of the chairman of the French Department had just signed a contract for the Texas franchise of a chain of budget class French hotels, and his influence carried me into their large French operation. This same person is a franchisee of several hotels in an American chain which, in its international division, has four hotels in France; through him, I had introductions to the general manager of these hotels. Finally, the organizer of the Paris Chamber of Commerce and Industry's seminar on the socio-economic situation in France which I attended in summer 1981 put me in touch, through her own family connections, with another French hotel chain which, coincidentally, was building a hotel in Houston.

All of these people have played a part in my continuing education, or recycling process, giving me the basic information necessary for preparing students for traineeships in France. They all received me courteously, and all agreed enthusiastically to accept American trainees. During the first summer, 17 traineeships were available, with 15 in the various hotel chains referred to above and 2 in the elegant and well-known restaurant managed by the caterers planning a branch operation in Houston. Their ready agreement to participate in our project was due to a variety of motivations. Not the least important of these was the fact that the program served our mutual interests. French investors in the hospitality industry in the United States believed they would benefit from the existence of a pool of American employees whom they had trained themselves. Furthermore, they would profit from the more wide-spread acquaintance of their product which cooperation with the University of Houston would bring. The American students' ability to communicate with American clientele in their establishments in France during the tourist season would be another advantage.

However, though the novelty of working with American students in an American hotel management college was appealing, a very important factor in their decision to accept our trainees was that hotels and restaurants in France are already accustomed to training students for careers in their industry. The kind of experience we were proposing--the opportunity to learn new business practices in a foreign country while perfecting the language of that country--that kind of experience is built into the curriculum of European hotel schools, and the hotels' cooperation is taken for granted. Language study is required by the schools as a matter of course, as at least one foreign language is expected of employees in even budget class hotels, and higher quality hotels have personnel speaking at least two foreign languages, of which one must be English. The best European programs in hotel management not only offer but require traineeships abroad. Hotel schools in France, Germany, Switzerland, the Netherlands, for example, have ongoing agreements with hotel chains in France, who decide in about March of each year how many trainees they can accommodate in their various hotels. Reciprocally, French students are placed in hotels in other European countries as well as in the United States. It is the hotel schools who take the responsibility for arranging the traineeships. This is not difficult, as the hotels, for their part, feel that it is natural and desirable to participate in the education of their future employees. Many a hotel manager has himself been a student trainee in a foreign land.

For all their enthusiasm, French hotel chains recognized the difficulty involved in legalizing the presence of American trainees in their hotels, as the trainees, like their European counterparts, would be actually working in the various departments of the hotel and would be receiving a small stipend. The next step in setting up the traineeships, then, was getting in contact with the Centre International d'Etudiants et de Stagiaires (C.I.E.S.), which would provide the necessary legal framework, setting up the procedure for enrolling the students in the social security medical coverage and for disbursing the stipend. The final step in the process was the preparation of the students' dossiers, which, certifying the students' enrollment in good standing at the University of Houston, would allow them to abtain a student visa issued by the

Consulate General of France. It is this visa, defining the students as student trainees and not employees, which permits the operation of the traineeships.

In the first year of the French traineeships, the conditions of the traineeships differed slightly from company to company; but now, after two years' experience, we are able to negotiate the same conditions for each student participating. The length of the traineeships has been established at two months, beginning in mid June and ending in mid August. As our spring semester ends in mid May, this schedule allows the students a month of travel, if they can afford it, before they begin their work assignment. Experience has taught us to limit traineeships to hotel chains accustomed to operating training programs for students in European hotel schools; these programs are well conceived and conscientiously operated. In larger hotels, students are assigned to the one or two departments they are most interested in, while the smaller hotels provide experience in all departments of the hotel. In all cases, a student's language level is a factor in his placement; and as his language improves, he is provided more occasions to come in direct contact with the hotel's clients. Students participate in the around-the-clock scheduling expected of all hotel employees. They work the same number of hours as the regular hotel employees, with two consecutive days off out of seven. While their stipend amounts to no more than pocket money, they are provided full board and a room. All but two or three each summer have been housed in the hotels where they work. This is by far the best arrangement, from the points of view not only of convenience but also of economy and security. The only students who have left the traineeship program before the end of the contracted time have been those not housed in the hotel where they were working. In 1982, three left the program within 2 weeks, and in 1983, one left within 2 days. In 1984, all students will have a room in the hotel providing the traineeship, for the two-month period of their training. No two students from the University of Houston program are assigned to the same hotel. The assignments for 1984 are typical of the other summers: six students will be in Paris or the near environs and ten will be in the provinces, scattered from Tourcoing to Marseille and from Toulouse to Strasbourg. Students must bear all cost of trans-Atlantic and personal travel; however, those who are placed outside Paris are generally reimbursed for travel between Paris and their assigned hotels, by the hotel chains themselves. This gesture is indicative of the spirit of cooperation of the participating hotels.

The evaluation of a program like this inevitably reveals that its problems stem principally from insufficient or diminishing funding. Such a program requires not only initial but also continuing planning with the general managers and training managers of the participating hotels throughout the year. It needs to provide liaison and monitoring during the traineeships, in order to minimize the problems of a cultural or logistical nature which can hinder adaptation to a new and difficult work environment. It would benefit from a pre-traineeship on-site transition course for the trainees, as well as from an exchange program with a European hotel school.

Financial problems aside, our program, though still embryonic, is demonstrably an educational triumph. The long-term goals of the students each year have included eventual employment in a hotel company with international interests. Their immediate goals for the traineeship period are the following: to "activate" and improve the language they have spent the previous nine months learning; to become acquainted with the hotel and restaurant business as it is practiced in France, and with the French manner of getting work done; to make friends among their colleagues; and finally to travel, to learn as much as possible about the country, its people, their customs, their interests and priorities, the socio-economic framework of their lives. These are ambitious goals for a three-month period, and they are realized only partially. But no student has returned unchanged from his French internship.

First of all, their ability to use and comprehend the language has taken a substantial leap during their traineeships. In the three years of operation of the French program for HRM majors, the students have gained, during the nine-month academic course (discussed elsewhere), an average of 90 points on the College Board achievement test, with the individual scores ranging from 30 to 160 points. After the summer in France, a period of from two to three months, depending upon the students' financial means, individual gains have ranged from 50 to 110 points, with the average rise in achievement score at 80, or almost the same rise as during the academic year. We know that the students experience a great deal of difficulty both linguistically and socially during the first month of their traineeship, saved, in the cases of those whose French is weakest, by their knowledge of and experience in the hotel and restaurant business back home. It is in the second month that they can begin to interact effectively with their supervisors and fellow employees and begin to achieve a part of their other less tangible goals: knowledge of French business, French people and their modes of life, and of France itself. They return not only more proficient in the language they set out to practice on site, but also with a new consciousness of other people and other opportunities, of which they had had only dim intimations before their summer experience as hotel management trainees in France.

Fannie Scott Howard Tapper
Department of French
University of Houston-University Park

SO WHAT CAN I DO FOR YOU, YOUNG LADY?
OR
FACULTY INTERNSHIPS IN THE BUSINESS SECTOR

Dr. Joanne Spinale

Coordinator
Department of Modern Languages
Bentley College
Waltham, MA 02254

After having taught French for ten years at a major Liberal Arts university in the Boston area, I accepted the challenge of a new position to create and direct the Modern Languages Program at a small private suburban business institution. The transition from one professional context to another was relatively smooth, except for a preliminary case of "culture shock"--what does one do when one's departmental offerings are only non-restricted electives in a buyer's market of accountancy, finance, computer science, management, and marketing majors?

There was one viable remedy! I would make the "business connection" and somehow acquire the practical commercial experience and expertise needed to "fit" in an educational context catering to professionally-oriented students. But, how?

After brainstorming to the point of migraine one day, I immediately ran to the yellow pages. Searching under "A", I went from "abrasives" to "accordians" to "accounting", finally finding "advertising," a long-time fantasy for me. Determined, I went to the first advertising agency listed alphabetically, armed only with nerve, good intentions, and a crisp new copy of my résumé.

"What would I say?" I asked myself, fearing the possibility of encountering a secretarial cerberus at the reception desk. With a Mona Lisa smile and an edge of emergency, I requested to see the president of the agency.

"Who is calling?" snapped the secretary dryly.

"Dr. Spinale," was my assertive reply, while slipping my Ph.D in Romance Languages into my back pocket momentarily, and attempting to appear as a colleague of Marcus Welby, M.D.

"Oh, yes, yes!" stuttered the secretary," just a second ... go right in..." She assumed that my mission must be of major medical importance. Ah, that "Dr." in front of my name was deceiving.

Two minutes later, I waltzed into the president's office.

R.B., the president, (who could have easily passed for the Godfather), was much too preoccupied with a phone call to question or dispute my presence in the inner sanctum, or to buzz security to evict me. What would I say to this pear-shaped napoleonic ad executive?

"So what can I do for you, young lady?" He was speaking to me!

Mustering my courage, I proceeded with my plea: I was a professor and director of Modern Languages at a business college, with no experience in this realm. In order to effectively "sell" my subject to students in good faith, I needed to know where my field of specialization would be useful in the world of marketing, public relations, promotions, and advertising. I handed him my resume. Would he allow me to be a summer intern in his agency?

"I don't have the time to read your vita, what do you have to offer?" he grunted. I felt as if he had stepped on my tongue.

Without a modicum of modesty, I looked the president straight in the eye and proclaimed as if reciting from the Girl Scout handbook: "I am intelligent, hard-working, creative, and eager to learn!"

"Start tomorrow," were the two words that I was hungry to hear, and he was granting my wish to my amazement and delight!

What transpired during that summer changed my entire self-image and polished my esteem in the eyes of my colleagues in business disciplines. I was a "luxury" or an elective in the hallowed halls of business studies, but I had made an effort to learn how to link with other departments at the college. Instead of an outcast, I became a celebrity.

Students were "sold" on Modern Languages by my "spiel" about on-the-job experience and anecdotes on how I could catch culturally inaccurate or offensive marketing mistakes because of my foreign language background, ultimately saving money and face for the agency.

In addition to writing press releases, editing advertising campaigns, and composing "spots" for radio and television, I was trained in the office by the President and the creative director to create and produce commercials. My sensitivity and aptitude for language enabled me to become a master at "verbal volleyball." Words and cross-cultural insights were as important in advertising as in academia. Consequently, all of the agency's public relations accounts with ethnic overtones were automatically assigned to me!

Three of my commercials aired on local television stations. Students and colleagues who saw them, discussed their conception and production with me at length. My professional expertise surpassed the mastery of irregular verbs.

The president of the agency, who generously gave me a chance, to learn and explore a new world at the beginning of the summer was now paying me for my services because I had become a valuable resource and, at the bottom line, was actually making money for him and lending an aura of prestige to B.H., and M. Inc. as the resident "language specialist."

The fringe benefits, aside from ego building and sheer elation, included countless invitations to media-sponsored social events, a marvelous means of introduction to others in all aspects of communications.

When the summer came to a close, it was somewhat difficult to calm down and resume the placid life of a professor. I had definitely changed and grown professionally. The supreme compliment was the agency's offer to retain my services as a part-time consultant! Moi!

My success in the wild kingdom of an advertising agency prompted me to climb higher. The next summer, I talked my way into an internship in the outrageous arena of the promotions department of Boston's WBZ radio and television (number one in the area!). What began as a nine to five job dreaming up and processing upbeat contests, writing catchy promos and press releases, logging radio traffic, and planning commercials and advertisements, evolved into a 5 a.m. to 5 p.m. day, when the producer of the Dave Maynard Show, a popular morning program, invited me to assist in its co-production. It was an offer I could not refuse! The privileged duality of my internship issued job offers, invaluable marketing experience, on-hands use of the computer as a radio productio aid, access to a vast communications network in the northeast, and entry into the most creative context of my professional life.

My internships in advertising, radio production, promotions, and public relations were instrumental in enabling me to gain credibility and respect in the eyes of both the business faculty and students at Bentley College, and in increasing the enrollments in Modern Languages 300%!

Colleagues in foreign languages, do not hesitate to fulfill your fantasies: make the "business connection"! Internships are not only for students. Most employers would be happy to have conscientious adults work for them, making a worthy contribution while learning. An internship is a valuable multi-dimensional experience that is conducive to adventure, stimulation, personal and professional development and the establishment of contacts. Bring your experience back to your students and to your colleagues!

By the way, next summer, I will be interning in television. The possibilities are limitless!

THE ACTFL/ETS ORAL PROFICIENCY INTERVIEW:
A SPEAKING TEST FOR MULTILEVEL LANGUAGE PROGRAMS

Dr. J. Sanford Dugan

Associate Professor of French
Department of Foreign Languages and Bilingual Studies
Eastern Michigan University
Ypsilanti, MI 48197

The ACTFL/ETS Oral Proficiency Interview:

A Speaking Test for Multilevel Language Programs

(Revised version of a speech delivered at the Eastern Michigan University Conference on Languages for Business and the Professions, Dearborn, Michigan, Saturday, April 7, 1984)

by J. Sanford Dugan

In a review of the history of language testing in this century, Bernard Spolsky (1978) identifies three principal trends, the prescientific, the psychometric-structuralist, and the integrative sociolinguistic. In the pre-scientific trend, which dominated until 1952 and which may still be used as an informal measure in the classroom, the evaluation of language performance was entirely a matter of the judgment of an experienced teacher. Implied in this account is the lack of a standardized procedure and terminology by which raters could identify levels of proficiency. In the early 1950's, Spolsky continues, this approach was attacked as being unreliable; the results of such tests were not readily reproducible and, hence, suspect. The psychometic-structuralist trend seeks to contribute to language testing a scientific rigor offered by techniques in psychology and a sound theoretical basis offered by both psychology and linguistics. These contributions, made over three decades have been significant, but problems remain. The demands of the scientific approach require the making of tests that have reproducible results. This is most readily achieved in the short-answer, multiple-choice format, which works well in the reading and listening modes but is less practical in the speaking mode and not feasible for composition and interview tasks. The contribution of structural linguistic theory is to define language as an entity having perceivable and, hence, learnable patterns. These patterns serve as an organizing basis for the scientifically constructed test and a guide for generating the discrete-point items characteristic of those tests. Spolsky notes that the psychometic-structuralist trend does not fulfill entirely the dimensions of the tasks required in the pre-scientific trend, which allows for face-to-face exchange and written compositions. But it does motivate those working in that mode to improve techniques in an effort to achieve greater reliability. The third trend identified by Spolsky, associated with a 1961 study by John B. Carroll, emphasizes the importance of the "communicative effect" of an utterance and the necessity of approaching the "normal communicative situation" in testing. The first part of this definition assumes that language use is more than just the total of discrete parts of that tests should tap the integrative ability that allows the language user to manipulate language effectively. The second aspect of this trend emphasizes using the language in a test situation parallel to that in which users normally perform. This involved measuring the candidate's overall ability to perform and allowing for varieties of ways to handle a given specific situation.

In her extensive review of the history of foreign language education, Judith E. Liskin-Gasparro (1984, pp. 17-18) sketches an outline of what is known about the discipline from antiquity to the present. In passages on the teaching of foreign languages in the United States in the twentieth century she points out that the roots of the aural-oral method reach back prior to World War II to a project under the sponsorship of the American Council of Learned Societies and the Rockefeller Foundation. This intensive training method, which combines explanations of language structure by linguists and hours of drill and oral practice with native speakers, was applied mainly to uncommonly taught languages and was adopted by the U.S. Armed Services during the World War II. Following the War, what had become known as the "Army Method" was carried on in the Foreign Service Institute and in certain schools and universities.

Now, as I have indicated, the major contribution of the psychometric-structuralist trend is a set of well-established, standardized examinations whose reliability and validity are demonstrable, at least for the listening and reading skills. At the time this trend was being established in the early 1950's steps were being taken that led to establishing a test for foreign languages speaking ability whose reliability and validity are also high and which is gaining wide currency today. This development, as described by Claudia P. Wilds (1975), and Randall L. Jones (1975), occurred at the Foreign Service Institute, a school responsible for training employees of the U.S. Department of State for overseas assignments. The impetus, very practical in nature, was the realization in 1952 that no inventory of foreign language skills existed for Department of State personnel. There was a clear need for a standard measure of the skills that would be used by foreign service officers, namely speaking and reading. The F.S.I. sought to develop a method that would produce consistent results and a set of descriptions that would indicate clearly to the potential employer, that is, the U.S. embassy abroad, what were the capabilities of the prospective employee. It was these descriptions and a notion of the stages through which learners progress that were missing in the pre-scientific trend. By 1956 the oral interview test was being used in a practicable form, and in the summer of 1958 a mandatory testing program was instituted by the Department of State. Other U.S. agencies sending employees abroad, such as the U.S. Information Agency, the U.S. Agency for International Development, and others, followed suit. The number of languages tests given by government agencies by 1967 was on the order of 3,000 per year in 40 different languages. The following year, an ad-hoc committee of those various government agencies, later to be known as the Interagency Language Roundtable, worked out a broad definition of language behavior characteristics that applies to the diverse languages and rates performance at different levels (Jones, 1975, p. 1).

It was during the 1960's that the F.S.I. interview procedure and rating scale of oral proficiency began to move outside the government and into the academic sector when the Educational Testing Service took over the task of rating Peace Corps trainees. (Liskin-Gasparro, 1984, p. 22). Following that, E.T.S, developed procedures and standards for certification in bilingual education in various states with a large Spanish-speaking population. During those years the F.S.I. procedure was in continuous use in government agencies. The major impetus that has brought the procedure to the attention of academics throughout the country is a growing concern about a desire to improve foreign languages education. This was articulated in the President's Commission Report of 1979 entitled "Strength Through Wisdom." That document declared not only the general lack of proficiency in foreign languages among the nations's populace but also the lack of widely accepted standards of proficiency. With the incentive of grants from public and private sources ACTFL and ETS began to develop training workshops that are designed to give participants skills in rating samples of speech and in eliciting speech from candidates in a face-to-face interview. It was at one such workshop held in California last September that I received my training and the impetus to pursue interview testing. These workshops are gradually disseminating the procedure into various parts of the country. Recently ACTFL has announced approval of funding for three important projects that are aimed at the goal of establishing widely recognized proficiency standards. One is to develop proficiency guidelines in Russian and other less commonly taught languages. A second, supported by the Fund for the Improvement of Post-Secondary Education and the EXXON Education Foundation, is to support the establishment of a Permanent Regional Center for Language at the University of Pennsylvania. The third, with support from the Department of Education, is to put into place a proficiency-based component for teacher certification in the state of Texas.

Another indication of the current recognition given to the procedure that is variously called the FSI, DLI (Defense Languages Institute), or ILR (Interagency Language Roundtable) interview is its use in research. A recent collection of articles on research in language learning edited by John W. Oller, Jr., gives a prominent place to the FSI interview (Oller 1983). In another area, the ETS has recently begun to offer the Test of Spoken English, a speaking test that can be administered in language laboratories throughout the world; the candidates' tapes are then sent to ETS for scoring. The criterion variable used in developing the various parts of this test was the FSI interview. Furthermore, I have learned that high school students taking the achievement test in a foreign language will soon have to do a telephone interview in the language. With the rapid advances in telecommunications that have surprised experts in the last few year (Wellborn, 1984), the face-to-face interview on video may become readily available sooner that we think.

Description of the Oral Proficiency Interview

From the point of view of an uninformed spectator the interview appears to be a conversation between two or, sometimes, three people lasting ten to thirty minutes and usually including a role play in which the speakers participate in a spontaneous dialogue based on a randomly selected situation. From the point of view of the interviewee or candidate the interview may seem anything from satisfying to agonizing depending upon what he or she perceives its purpose to be. If it is seen as placement procedure intended to determine the most appropriate level of entry into a foreign language program, it will probably seem innocuous. If it is meant to decide a grade or eligibility for certification, it may seem more forbidding. During the course of the interview, the candidate should experience moments of discomfort when being pushed beyond the highest level of performance, but, at the end of the interview, there should be an overall feeling of accomplishment. From the point of view of the interviewer, a well conducted interview proceeds under close control. It has four clearly defined phases; each question, while not determined ahead of time, has definite purpose designed to yield an overall rating of performance which is based on descriptions of language behavior at various levels. These descriptions, mentioned above, are derived from a composite of observations that have occurred over decades of experience with this procedure.

During the course of the interview the interviewer is involved simultaneously in doing two things, eliciting samples of speech behavior and rating those samples to build up an overall rating at one of the various levels. These tasks are interactive in that a preliminary rating made early in the interview will determine the kind of questions that are asked, and, conversely, the questions yield responses that may change the rating as the interview progresses. The interviewer develops the skill of estimating roughly the candidate's level and then adapting subsequent questions to elicit responses that will permit a more precise rating.

The description of the various levels is provided in the handout along with a comparison between the descriptions used by the FSI and those adopted by ACTFL/ETS. Included also are three pages showing the functional trisection (functions, content, accuracy), which is an abbreviated scale that aids the interviewer in reaching a determination of the candidate's level.

Figure One shows the phases of the interview. In the initial phase a few polite questions that almost any candidate should answer with no difficulty are used to put the candidate at ease. The interviewer will then ask progressively more difficult questions in an attempt to make a first determination of the candidate's level. When the candidate is answering comfortably at a given level, the interviewer then probes with higher level questions trying to push the candidate to a point where the latter can no longer use the language successfully. When this point of linguistic breakdown is reached, the interviewer usually comes back to questions at the highest sustained level and should alternate one or two more times between the point of linguistic breakdown and the highest comfortable level in order to establish a true ceiling, beyond which the candidate cannot function, and a true floor, where the candidate's speech is at one level but occasionally reaches into the next upper level. Although there may be peaks into the next higher level, there is no maintained activity at that level, and the rating must be at the lower level. At some point the interviewer will select one or two role play situations which have been typed out on file cards. The candidate reads the situation in English (or his/her native tongue), and, then, interviewer and candidate engage in a spontaneous dialogue based on that situation. This gives the candidate an opportunity to show skills in manipulating a conversation so that it is not the interviewer who is always initiating a line of dicourse. The final phase of the interview always returns to a level and a topic that the candidate handles easily. In this phase the interviewer has a final chance to make adjustments in the rating, and the candidate leaves with the feeling of being able to use the language successfully.

Figure Three shows what applications the Oral Proficiency Interview might have in business language programs. On the left are types of tests. The interview would not be particularly applicable as a test of specific material covered, as in an achievement, a mastery, or a progress test. The procedure would not work well as a diagnostic or aptitude test. For placement, however, it has some value, except that it would be less practical for large-scale since it is very time consuming to adminster. As a proficiency test giving an overall rating and description of how a candidate performs in speaking the language it is very appropriate. As such, it could be effectively used as an exit exam for a language training program or to screen applicants for interships.

In the latter regard, it is useful to compare the oral proficiency interview with the oral interview of the various diploma examinations offered by foreign agencies. Figure Four presents a comparison under four headings, Procedure, Subject Area, Critieria, and Report.

Under Procedure it is clear that only the ACTFL/ETS interview permits a one-on-one setting; the others require a panel of at least two or more evaluators. The single-evaluator set-up has the advantage of flexibility but the disadvantage of possible bias.

The subject area of the diploma examinations is specifically tied to economics, commerce, and business administration; to that extent, they are more in the achievement test category. While the ACTFL/ETS procedure does not specify an area of expertise, it does require, at the higher levels, that the candidate demonstrate the capability of functioning in a professional field; the subject matter of questions could be oriented toward the business area.

Under the heading of Criteria the ACTFL/ETS procedure offers more specifics in terms of linguistic behavior. The descriptions provided by the agencies sponsoring the diploma examinations tend to define the language behavior in terms of the functions to be carried out, such as discuss a current topic of economic interest, or summarize the information in a given written text. Within that definition they usually accept performance that shows effective communication. The ACTFL/ETS functional trisection gives several points of detail describing language behavior in function, context, and accuracy at four different levels. Furthermore, these descriptions grow out of the FSI tradition, which is based on years of practical experience.

Finally, in the area of the Report, the diploma tests furnish certification of performance, while the ACTFL/ETS procedure has not yet been associated with universal certification. The diploma tests are a pass/fail affair. There is no distinction of levels, although one does give an overall grade and all have a system of rating that allows distinguishing those candidates who do especially well. Furthermore, those oral exams are contingent upon success in the written tests; scores from the oral test are not admitted unless the candidate passes the written examination. The ACTFL/ETS procedure has no failing score and is not dependent on a written test. I should be emphasized that these rating are based on a specific description of linguistic behavior which is demonstrated in the interview.

An important question that needs to be explored is this: what level of the ACTFL/ETS scale corresponds to the three diploma level tests? No extensive empirical work on this has been reported. I might hazard a guess that a student at the Advanced level, having adquately prepared the material(vocabulary, concepts, etc.) of the syllabus, could pass the diploma. Whether an Intermediate level student with equally sound preparation in the syllabus could success is problematical.

In conclusion, it is clear that the ACTFL/ETS Oral Proficiency Interview is a well-grounded, useful procedure that has won wide interest in the academic community and has begun to gain acceptance as a standard measure of performance in speaking foreign languages. It offers the possibility of becoming a firmly estalished method for assessing skills in face-to-face situations demanding effecting speaking skills.

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Figure I

Phase of the OPI

Planes	Warm-Up	Probes	Level Check	Wind Down
Psychological	Puts candidate at ease	Proves what candidate cannot do	Proves what candiate can do	Return to level of comfort
Linguistic	Reacquaints candidate with language	Check for functions and contexts having least accuracy	Check for functions and contexts having greatest accuracy	Final check
Evaluative	Gives prelimary indication of level	Finds where candidate no longer understands/ speaks accurately	Finds where candidate understands/speaks accurately	Gives Global rating

Figure II

Determination of plus-level ratings (FSI) or Novice High, Intermediate High, Advanced Plus (ACTCL/ETS)

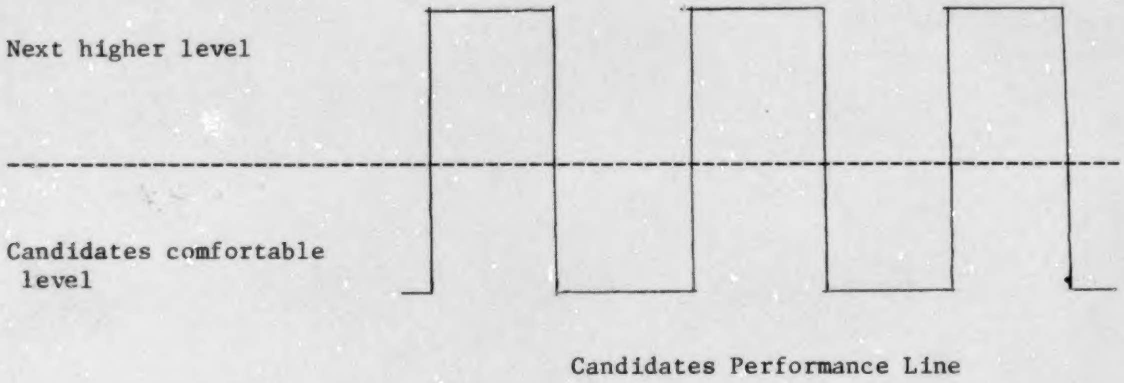
Next higher level
Candidates comfortable level
Candidates Performance Line

Figure III

Uses for the Oral Proficiency Interview in a Business Language Program

Typical types of test	Applicability of the OPI
Achievement	not applicable
Mastery	not applicable
Progress	not applicable
Diagnostic	not applicable
Aptitude	not applicable
Placement	appropriate for indidivual cases, less practical for large-scale screening
Proficiency	
. describing speaking abilities	appropriate
. exit exam	appropriate
. screening applicants for internships	highly appropriate

Figure IV

A Comparison of Various Oral Tests

Test	Procedure	Subject Area	Criteria	Report
ACTFL/ETS OPI (T,G,S, etc.)	1 on 1; 10 to 30 minutes	Varies depending on	Functional trisection	Not yet universal (4 levels)
CCIM (Spanish)	Panel (3 on 1); 35 minutes	Commerce, current topic	Effective communication	Diploma* (including) letter grade)
CCIP (French)	1 on 1 times 5 1 hr. 15 minutes	Economics, Commerce, Business Admin.	Effective communcation	Diploma* (with mentions)
DWD Consortium (5 groups) (German)	2 on 1 15 min. (15 min. prep.)	Topic relevant to Business Adminstration	Effective communcation	Diploma* (with distinctions)

* Contingent upon passing written part.

ACADEMIC (ACTFL/ETS) RATING SCALE

NO ABILITY IN THE LANGUAGE

Novice Low

Unable to function in the spoken language. Oral production is limited to occasional isolated words. Essentially no communication ability.

Novice Mid

Able to operate only in a very limited capacity within very predictable areas of need. Vocabulary limited to that necessary to express simple elementary needs and basic courtesy formulae. Syntax is fragmented, inflections and word endings frequently omitted, confused or distorted and the majority of utterances consist of isolated words or short formulae. Utterances do not show evidence of creating with language or being able to cope with the simplest situations. They are marked by repetition of an interlocutor's words as well as by frequent long pauses. Pronunciation is frequently unintelligible and is strongly influenced by first language. Can be understood only with difficluty, even by persons such as teachers who are used to speaking with non-native speakers.

Novice High

Able to satisfy immediate needs using learned utterances. There is no real autonomy of expression, although there are some emerging signs of spontaneity and flexibility. There is a slight increase in utterance length but frequent long pauses and repetition of interlocutor's words may still occur. Can ask questions or make statements with reasonable accuracy only where this involves short memorized utterances or formulae. Most utterances are telegraphic and word endings are often omitted, confused or distorted. Vocabulary is limited to areas of immediate survival needs. Can produce most phonemes but when they are combined in words or groups of words, errors are frequent and, in spite of repetition, may severely inhibit communication even with persons used to dealing with such learners. Little development in stress and intonation is evident.

Intermediate Low

Able to satisfy basic survival needs and minimum courtesy requirements. In areas of immediate need or on very familiar topics, can ask and answer simple questions, initiate and respond to simple statements, and maintain very simple face-to-face conversations. When asked to do so, is able to formulate some questions with limited constructions and much inaccuracy. Almost every utterance contains fractured syntax and other grammatical errors. Vocabulary inadequate to express anything but the most elementary needs. Strong interference from L_1 occurs in articulation, stress and intonation. Misunderstandings frequently arise from limited vocabulary and grammar and erroneous phonology but, with repetition, can generally be understood by native speakers in regular contact with foreigners attempting to speak their language. Little precision in information conveyed owing to tentative state of grammatical development and little or no use of modifiers.

Intermediate Mid

Able to satisfy some survival needs and some limited social demands. Some evidence of grammatical accuracy in basic construcions, e.g., subject-verb agreement, noun-adjective agreement, some notion of inflection. Vocabulary permits discussion of topics beyond basic survival needs, e.g., personal history, leisure time activities. Is able to formulate some questions when asked to do so.

Intermediate High

Able to satisfy most survival needs and limited social demands. Developing flexibility in a range of circumstances beyond immediate survival needs. Shows spontaneity in language production but fluency is very uneven. Can initiate and sustain a general conversation but has little understanding of the social conventions of conversation. The commoner tense forms occur but errors are frequent in formation and selection. Can use most question forms. While some word order is established, errors still occur in more complex patterns. Cannot sustain coherent structures in longer utterances or unfamiliar situations. Ability to describe and give precise information is limited. Aware of basic cohesive features (e.g., pronouns, verb inflections), but many are unreliable, especially if less immediate in reference. Extended discourse is largely a series of short, discrete utterances. Articulation is comprehensible to native speakers used to dealing with foreigners, and can combine most phonemes with reasonable comprehensibility, but still has difficulty in producing certain sounds, in certain positions, or in certain combinations, and speech will usually be labored. Still has to repeat utterances frequently to be understood by the general public. Able to produce narration in either past or future.

Advanced

Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties. Has a speaking vocabulary sufficient to respond simply with some circumlocutions; accent, though often quite faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.

Advanced Plus

Able to satisfy most work requirements and show some ability to communicate on concrete topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of speech, but under tension or pressure language may break down. Weaknesses or unevenness in one of the foregoing or in pronunciation result in occasional miscommunication. Areas of weakness range from simple constructions such as plurals, articles, prepositions, and negatives to more complex structures such as tense usage, passive constructions, word order, and relative clauses. Normally controls general vocabulary with some groping for everyday vocabulary still evident.

Superior

Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Can discuss particular interests and special fields of competence with reasonable ease. Vocabulary is broad enough that rarely has to grope for a word; accent may be obviously foreign; control of grammar good; errors virtually never interfere with understanding and rarely disturb the native speaker.

ILR RATING SCALE

Level 0	NO FUNCTIONAL ABILITY IN THE LANGUAGE
Level 0+	Able to satisfy immediate needs using learned utterances. There is no real autonomy of expression, although there may be some emerging signs of spontaneity and flexibility. There is a slight increase in utterance length but frequent long pauses and repetition of interlocutor's words still occur. Can ask questions or make statements with reasonable accuracy only where this involves short memorized utterances or formulae. Most utterances are telegraphic and word endings (both inflectional and non-inflectional) are often omitted, confused or distorted. Vocabulary is limited to areas of immediate survival needs. Can differentiate most phonomes when produced in isolation but when they are combined in words or groups of words, errors are frequent and, even with repetition, may severely inhibit communication even with persons used to dealing with such learners. Little development in stress and intonation is evident.
Level 1	Able to satisfy basic survival needs and minimum courtesy requirements. In areas of immediate needs or on very familiar topics, can ask and answer simple questions, can ask directions, initiate and respond to simple statements, and maintain very simple face-to-face conversations. (Within the scope of very limited language experience can understand simple questions and statements, allowing for slowed speech, repetition or paraphrase.) When asked to do so, is able to formulate some questions with limited constructions and much inaccuracy. Almost every utterance contains fractured syntax and other grammatical errors. Vocabulary inadequate to express anything but the most elementary needs. Strong interference from the native language occurs in articulation, stress and intonation. Limited vocabulary and grammar and erroneous phonology frequently cause misunderstandings on the part of the

Level 1 (Cont'd)	interlocutors. With repetition such a speaker can make himself understood to native speakers in regular contact with foreigners. Little precision in information conveyed owing to tentative state of grammatical development and little or no use of modifiers.
Level 1+	Able to satisfy most survival needs and limited social demands. Developing flexibility in a range of circumstances beyond immediate survival needs. Shows spontaneity in language production but fluency is very uneven. Can initiate and sustain a general conversation but has little understanding of the social conventions of conversation. Limited vocabulary range necessitates hesitation and circumlocution. The commoner forms referring to present, past and future occur but errors are frequent in formation and selection. Can use most question forms. While some word order is established errors still occur in more complex patterns. Cannot sustain coherent structures in longer utterances or unfamiliar situations. Ability to describe and give precise information is limited. Aware of basic cohesive features (e.g., pronouns, verb inflections), but many are unreliable, especially if less immediate in reference. Accuracy in elementary constructions is evident although not consistent. Extended discourse is largely a series of short, discrete utterances. Articulation is comprehensible to native speakers used to dealing with foreigners, and can combine most phonemes with reasonable comprehensibility but still has difficulty in producing certain sounds in certain positions, or in certain combinations, and speech will usually be labored. Still has to repeat utterances frequently to be understood by the general public. Able to produce quite consistent narration in either past or future.
Level 2	Able to satisfy routine demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties. (Can get the gist of most conversations on non-technical subjects (i.e., topics which require no specialized knowledge.) Can give directions from one place to another. Has a speaking vocabulary sufficient to respond simply with some circumlocutions; accent, though often quite faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.

Level 2+	Able to satisfy more work requirements and show some ability to communicate on concrete topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of speech but under tension or pressure language may break down. Generally (strong in either grammar or vocabulary but not in both. Weaknesses or unevenness in one of the foregoing or in pronunciation result in occasional miscommunication. Areas of weakness range from simple constructions such as plurals, articles, prepositions, and negatives to more complex structure such as tense usage, passive constructions, word order, and relative clauses. Normally controls general vocabulary with some groping for everyday vocabulary still evident.
Level 3	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Can discuss particular interests and special fields of competence with reasonable ease. (Comprehension is quite complete for a normal rate of speech.) Vocabulary is broad enough that rarely has to grope for a word; accent may be obviously foreign; control of grammar good; errors virtually never interfere with understanding and rarely disturb the native speaker.
Level 3+	Able to speak the language with sufficient structural accuracy and vocabulary to use it on some levels normally pertinent to professional needs. Shows strength above the base level in one or more but not all of the following: vocabulary, fluency or grammar. May exhibit hesitancy which indicates uncertainty or effort in speech or grammatical errors which limit the level despite obvious strengths in pronunciation, fluency, vocabulary or sociolinguistic cultural factors.
Level 4	Able to use the language fluently and accurately on all levels normally pertinent to professional needs. Can (understand and) participate in any conversation within the range of own personal and professional experience taken for a native speaker, but can responde appropriately even in unfamiliar situations; errors of pronunciation and grammar quite rare; can handle informal interpreting from and into the language.

Level 4+	Speaking proficiency sometimes equivalent to that of a well-educated native speaker but cannot sustain performance. Weaknesses may lie in breadth of vocabulary and idiom, colloquialisms, pronunciation, cultural references or in not responding in a totally native manner.
Level 5	Speaking proficiency equivalent to that of a well-educated native speaker. Has complete fluency in the language such that speech on all levels is fully accepted by educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms and pertinent cultural references.

Correlation of the ACTFL/ETS and ILR Rating Scales

ACTFL/ETS	ILR
Novice Low	0
Novice Mid	0
Novice High	0+
Intermediate Low	1
Intermediate Mid	1
Intermediate High	1+
Advanced	2
Advanced +	2+
Superior	3
"	3+
"	4
"	4+
"	5

FUNCTIONAL TRISECTION OF ORAL PROFICIENCY LEVELS

(Educational Testing Service. ETS Oral Proficiency Testing Manual. Princeton, N.J., 1982)

Oral Proficiency Level	Function	Context	Accuracy
	(Tasks accomplished, attitudes expressed, tone conveyed)	(Topics, subjects areas, activities and jobs addressed)	(Acceptability, quality and accuracy of message conveyed)
5 (Superior)	Functions equivalent to an educated native speaker (ENS).	All subjects.	Performance equivalent to an ENS.
4 (Superior)	Able to tailor language to fit audience, counsel, persuade, negotiate, represent a point of view and interpret for dignitaries.	All topics normally pertinent to professional needs.	Nearly equivalent to an ENS. Speech is extensive, precise, appropriate to every occasional errors.
3 (Superior)	Can converse in formal and informal situations, resolve problem situations, deal with unfamiliar topics, provide explanations, describe in detail, offer supported opinions, and hypothesize.	Practical, social professional and abstract topics, particular interests, and special fields of competence.	Errors never interfere with understanding and rarely disturb the native speaker. Only sporadic errors in basic structures.
2 (Advanced)	Able to fully participate in casual conversations, can express facts, give instructions, describe report, and provide narration about current, past and future activities.	Concrete topics such as own background, family, interests, work, travel, and current events.	Understandable to native speaker not used to dealing with foreigners sometimes miscommunicates.
1 (Intermediate)	Can create with the language, ask and answer questions, participate in short conversations.	Everyday survival topics and courtesy requirements.	Intelligible to native speaker used to dealing with foreigners.
0*	No functional ability.	None.	Unintelligible.

*Novice Level is not discussed here.

Sample Situations

You are in Buenos Aires and you have to travel to Mexico City. You go to a travel agent to inquire about travel arrangements. Ask the agent:

1. The best way to get there.
2. How long it takes.
3. How much it costs.
4. When you can depart.
5. The best way to get to the airport.

You call a friend.

1. Invite him/her to an informal party for Saturday evening.
2. Tell him/her who will be there.
3. Ask him/her to bring a couple of friends.
4. Ask if she/he needs directions to get to your house.

You bought a pair of shoes. When you try them on again at home, they don't fit and you also decide that you hate the style. You go back to the store.

1. Explain to the clerk why you want to return the shoes.
2. Tell the clerk you want your refund in cash, even though the store's policy is only to give credit when merchandise is returned.

We realize you may not have the exact vocabulary for this situation, but do the best you can to make yourself understood.

Your national soccer team is playing against an American team in the U.S. Convince the man at the ticket window of the stadium that he should let you in even though he says that there are no tickets left.

We realize that you may not have the exact vocabulary for this situation, but do the best you can to make yourself understood.